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GRADE 6

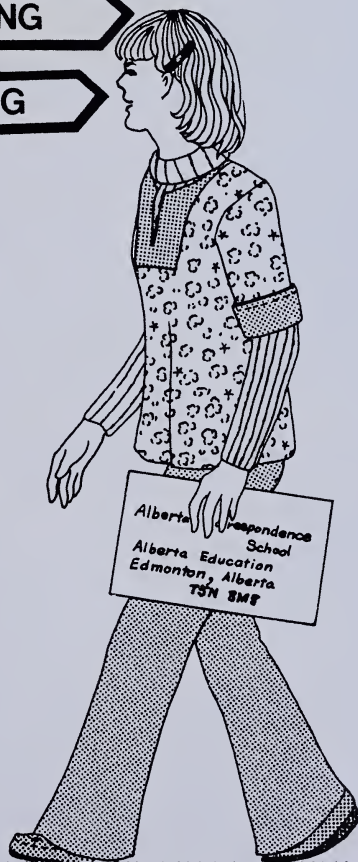
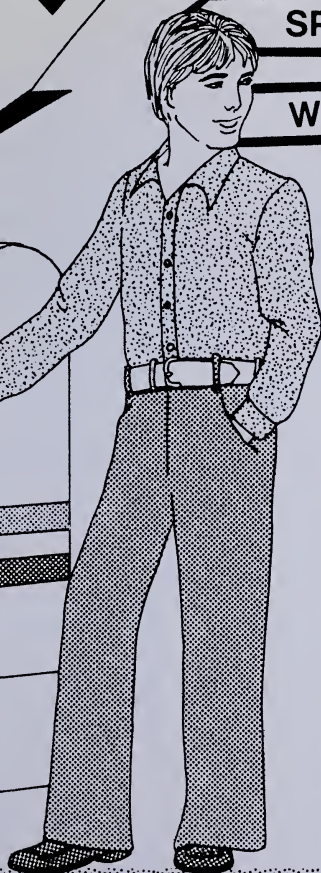
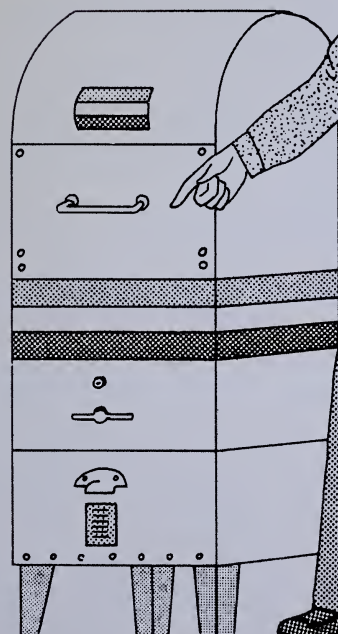
LANGUAGE ARTS

READING

WORD SKILLS

SPELLING

WRITING



ALBERTA DISTANCE LEARNING CENTRE
ALBERTA EDUCATION
BARRHEAD, ALBERTA

504/00000
REV 2 8 1991

Language Arts 6

Unit 1

LESSONS 1-11



**Distance
Learning**

Alberta
EDUCATION

Language Arts 6
Student Module
Unit 1
Lessons 1-11
Alberta Distance Learning Centre
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Introduction

The Grade Six Language Arts course is made up of the following subjects.

Reading
Spelling
Language
Word Skills
Writing

Reading - Textbook - Cavalcades, Gage Publishers
Workbook - Think and Do Book to accompany
Cavalcades

Spelling - no textbook required

Language - no textbook required
- Poems used - Courtesy Time For Poetry

Word Skills - Dictionary of Canadian English
- available at School Book Branch

Writing - no textbook required

Map of world-page to accompany Reading

Elementary Handbook-Grades 4 - 5 - 6
- Writing Sample
- Steps in Learning
to Spell

Keep these pages on your table or on a bulletin board so that you can refer to them when necessary.



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ARCTIC OCEAN

GREENLAND

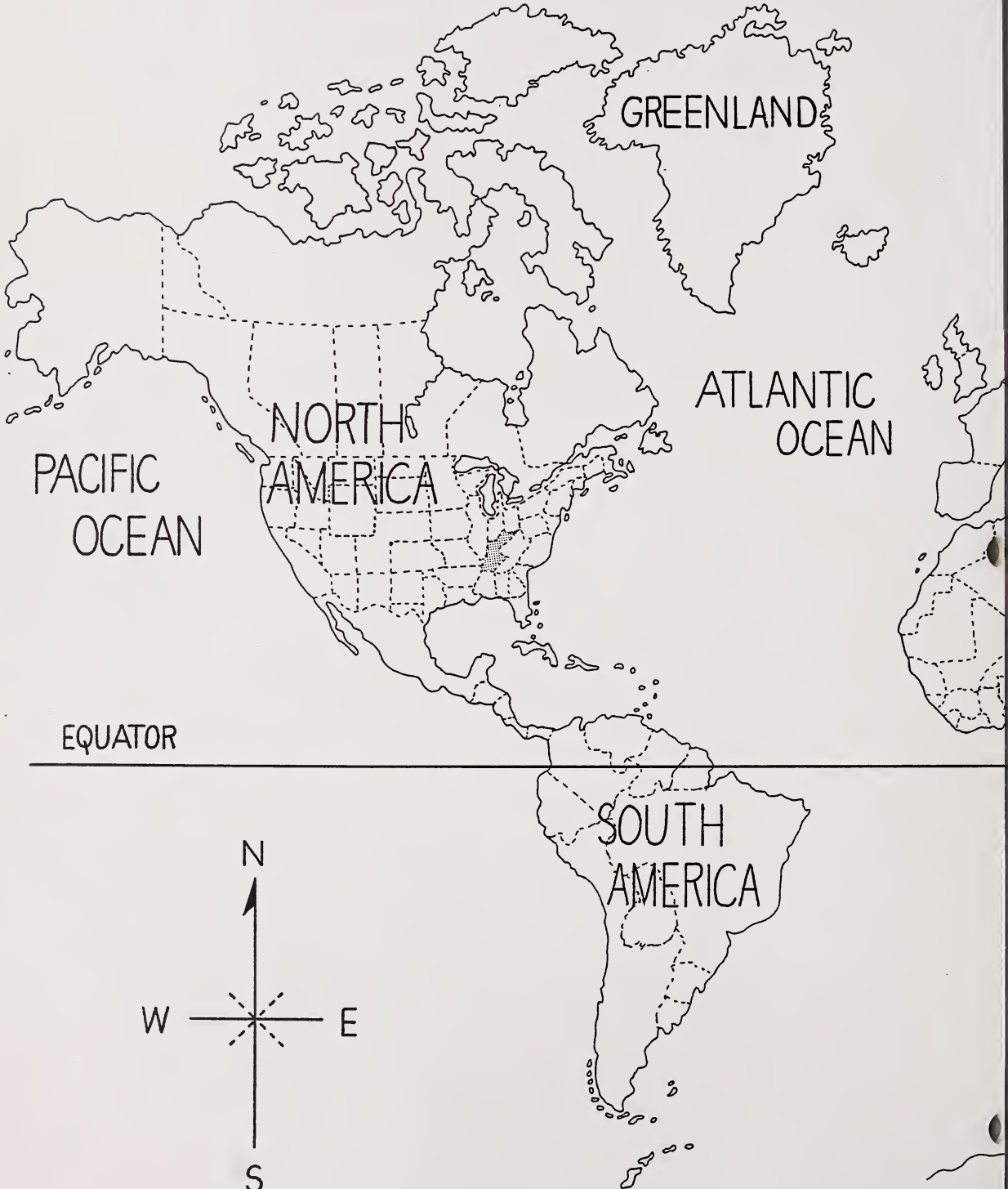
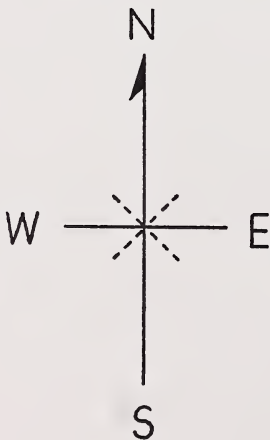
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NORTH AMERICA

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ASIA

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AFRICA

INDIAN OCEAN

AUSTRALIA

ANTARCTIC OCEAN

ANTARCTICA



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**A LESSON RECORD FORM MUST BE COMPLETED FOR EVERY LESSON
SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

A Lesson Record form with the **correct** label attached **must** be enclosed with **every lesson** submitted for correction, as illustrated below.

Correct use of these labels will ensure prompt processing and grading of your lessons.

The enclosed **Lesson Labels** must be checked for spelling and address details.

Please advise the Alberta Distance Learning Centre promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Distance Learning Centre. If the proper label and Lesson Record Form is not attached to each lesson as indicated it will delay your lessons being processed and credited to you.

Lesson labels are to be attached to the **lesson record forms** in the space provided for student name and address.

Check carefully to ensure that the **subject name, module number and lesson number** on each label corresponds exactly with the lesson you are submitting.

Labels are to be **peeled off** waxed backing paper and **stuck** on the lesson record form.

Only **one** label is to be placed on each lesson.

LESSON RECORD FORM

FOR STUDENT USE ONLY		FOR A.D.L.C. USE ONLY	
Date Lesson Submitted _____	(If label is missing or incorrect) File Number _____	Assigned Teacher: _____	
Time Spent on Lesson _____	Lesson Number _____	Lesson Grading: _____	
		Additional Grading E/R/P Code: _____	
		Mark: _____	
		Graded by: _____	
		Assignment Code: _____	
		Date Lesson Received: _____	
		Lesson Recorded: _____	

Lesson Number

Module Number (if applicable)

Course Name and Number

Student File Number

Bar Code (same information as above)

Student's Questions and Comments

LESSON
 MODULE
 COURSE NAME
 FILE NUMBER
 ADDRESS

Please verify that preprinted label is for correct course and lesson

When revised labels are received, place the correct new labels on your Lesson Record Forms.

Teacher's Comments

Correspondence Teacher

St. Serv. 14-91

DO NOT MARK OR COVER BAR CODING.

CHANGE OF ADDRESS

If the address on your lesson record form differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

Self Correcting Exercises

To help you learn the different concepts and skills in the Grade 6 Language Arts course we have prepared answers to some of the lesson exercises. This means that you will be more actively involved in teaching yourself. You will be required to correct specific exercises using the answers provided for you in this unit. This immediate feedback to the exercises you complete will help you learn the skills that are taught and will also prepare you for the work in succeeding exercises.

***** HOW TO USE THE SELF CORRECTING EXERCISES *****

- Do all the language exercises for each day.
- When you finish the exercises for the day, check your work with the answers provided at the end of each lesson.
- If you have trouble with a particular exercise, go back and study the work again, then make corrections in your work. If you still have problems understanding the work, ask your correspondence teacher to help you. You may write to your teacher or you may phone your teacher using the Government Rite system.
- Remember to check only the exercises to which you have the answers.
- SEND THE OTHER EXERCISES IN FOR CORRECTION. A list of the exercises to be sent in for correction is given at the end of each lesson.

- Language Arts Lessons 11, 22, and 33 are review exercises so no answers are provided for these lessons.
- From time to time your teacher may ask you to send in the exercises that you have corrected yourself so it is important that you do all the assigned exercises in the lessons.
- You may grade the work you correct yourself. Ask your supervisor if she agrees with you.

Enjoy your work!

Happiness is knowing where you are going and when you get there.

FIRST DAY

READING

Reader - Cavalcades,
"Then As Now," page 6

Take your new reader and examine the front cover. Does the cover give you a hint as to what kind of stories you will read this year?

In your own words, tell how you interpret the cover design.

Now turn to the *Glossary* at the back of your reader. The *Glossary* is a dictionary made up of some of the new and difficult words you will find in your reading selections. Find the word *cavalcade* in the *glossary*. Write the meaning which you think applies to the title, *Cavalcades*.

Find the *Table of Contents*, pages 2 to 5. Scan the titles of the stories. Do you think all the stories would be about people in Canada or about people in many different lands?

Tell why you think so?

Write the titles of two stories which make you think this.

Read the poem, "Then As Now," on page 6. Write the author's name.

Have you read any other poems by this author?

Tell why you think this poem is a good introduction to the stories in your reader.

SPELLING

Note to Supervisor

It has been found that there are certain procedures which help pupils learn to spell.

1. *Hearing the word* - Have the child say the word. It is important that the child hears the individual sounds which make up the word. This will help him to say and to write the letters in correct sequence when spelling the word.
2. *Pronouncing the word* - Many errors in spelling are the result of faulty pronunciation. If a child does not pronounce a word correctly he is unlikely to write the letters in correct sequence. A child who says (pun'kin) is unlikely to spell pumpkin.
3. *Looking carefully at the word* - Focus attention on any combination of letters which is unusual.
4. *Visualizing the word* - Ask the child to close his eyes and recall the word mentally. Then have him spell the word aloud.
5. *Writing the word* - Have the pupil say the word as he writes it. This will help him to get the letters in correct sequence.
6. *Checking the spelling* - Check the spelling immediately by comparing it to a correctly spelled copy of the word.

Encourage the pupil to use these steps too, when studying spelling words independently.

A good plan to follow is the Test, Study, Test Technique.

Trial Test - First Day or Third Day

Study - Third Day - study incorrect words using the six steps listed above.

Final Test - Fifth Day

Spelling by Sounds

hog	bent	trap
sod	act	swept
ram	split	crept
lend	print	stunt
gift	stamp	swift

All the words in this week's spelling list are written the way they sound with one letter for each sound. We say that all these words have regular spellings.

Say each word. Then write it in a space provided.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Write the words from your list that have the vowel sounds found in:











2. Write *stamp*. _____

Write four new words by changing *st* to *c*, *l*, *d* and *cr*.

_____	_____
_____	_____

3. Write *trap*. _____

Write four new words by changing *tr* to *sl*, *cl*, *s* and *g*.

_____	_____
_____	_____

LANGUAGE

Making Introductions

Summer vacation is over and another school year has begun. For many of you this will mean meeting new friends and a new teacher or supervisor.

Betty Hanson has returned to Alberta after living in Saskatchewan for a year. It is the first day of school and she is eager to meet the classmates she knew in Grade Four. As she is walking to school she meets her old friends, Susan and Mike.

"I am so glad you are back, Betty!" said Susan.

"And I am happy to be back!" replied Betty.

"Let me tell you about the changes in our school since you left," said Mike. "As you can see, the school has had more classrooms added because many new boys and girls are here."

"Mrs. Jackson will be our teacher this year," said Susan. "I will introduce you to her."

As Betty, Susan, and Mike entered the classroom, Susan said, "Mrs. Jackson, this is Betty Hanson. Betty went to our school two years ago. She has just returned from living in Saskatchewan. Betty, this is Mrs. Jackson, our teacher."

"How do you do, Betty," said Mrs. Jackson. "We are happy to have you back; however, there will be some boys and girls here whom you have not yet met."

"Let's introduce one another," said Mike. "There may be many boys and girls in our class who are not acquainted with one another."

"I would like to," said Susan, "but I don't remember how to introduce people."

"Today we will review introductions," said Mrs. Jackson. "It will be good practice for everyone."

How to Make Introductions

1. To introduce a younger person to an older person, say the older person's name first.

*"Mother, this is Tom Brown, my classmate.
Tom, this is my mother, Mrs. Jones."*

2. To introduce a man to a woman, say the woman's name first.

*"Miss Hill, this is my father, Mr. Dyck.
Father, this is my teacher, Miss Hill."*

3. To introduce a boy to a girl, say the girl's name first.

*"Betty, this is Andy Smith. Andy, this is
Betty Hanson."*

4. To introduce a girl to a girl or a boy to a boy, it does not matter whose name you say first.

*"Betty, this is Carol James. Carol, this is
Betty Hanson."*

or

*"Carol, this is Betty Hanson. Betty, this
is Carol James."*

5. To introduce your mother to another lady her age, say the other lady's name first. The same applies when introducing your father to another man.
6. When you make an introduction, give some information about the people you are introducing. This will help them start a conversation.
7. When you are introduced to someone it is polite to look at that person and remember his or her name. When you reply to an introduction you should say, "How do you do, Tom." or "I am happy to meet you, Betty." If you say the person's name you will be more likely to remember it.

1. Pretend that you are introducing the following people. Underline the name you would say first.

1. your uncle and a friend
2. your classmate, Betty, and your father
3. your mother and your friend's grandmother
4. your classmates, Robert and Helen
5. your cousins, Jane and Dick
6. your classmates, Bill and Bob
7. your friend, Susan, and your aunt
8. your father and the principal of your school
9. your friend's mother and your mother
10. your friend's mother and your grandfather

2. How would you introduce one of your classmates to your mother? In the space below, write the exact words you would say.

3. Write the reply that you think your classmate would make to the introduction.

4. Write a different reply that your mother might make to the introduction.

WRITING

Dear Girls and Boys,

We are beginning a brand new school year. We hope that you will form the habit of doing your very best writing in all your school subjects.

By following the writing exercises you will be able to see how you can improve your writing.

We hope that every Grade 6 girl and boy will become a better writer this year.

Grade 6 teachers

Before you begin your writing practice for today I should like to see how well you write.

The writing sample below contains most of the letters of the alphabet.

*Different forms of writing helped
us to know much about the past.*

Practice writing the sentence given on page 10

When you can write the sentence easily, write it neatly and carefully on the lines below.

When this page is returned to you, please save it so that you may compare it with the writing you will be doing at the end of this school year. You will be able to see if your writing has improved.

Hang this up.



Sample Alphabet and Figures

A B C D E F G H I J

K L M N O P Q R S

T U V W X Y Z

a b c d e f g h i j

k l m n o p q r s

t u v w x y z

If you wish, you may write t, p, d, as shown below.

t p d

1 2 3 4 5 6 7 8 9 0

Just rearrange these letters and you can write anything in English.

SECOND DAY

READING

Henry Has an Idea, pages 9-18

Before you read your story, notice two things on page 9.

The first 3 lines after the title are set off from the story proper. This is done because the information given there is not a part of the story but will help you to understand the story. These lines under the author's name are called *headnotes*. The *headnotes* tell us that this story is part of a journal written by a boy who was travelling.

At the bottom of the page there are 2 lines of small type. These lines are a *footnote*. This *footnote* tells you the name of the book the story has been selected from. What other information is given in this footnote?

Read page 9.

Use the glossary at the back of your reader to help you find the meanings of the following words.

<i>cribs</i>	<i>excavating</i>	<i>lenient</i>	<i>wake</i>
<i>element</i>	<i>Hopi</i>	<i>Solomon</i>	<i>welding</i>

Now read the whole story of Henry Has an Idea, pages 9-18.

1. Where does the story take place? _____
 2. Write Henry's name in the correct location on the large map.
 3. In the space below tell in your own words what the problem is and how Henry's idea helps to solve it.
-
-
-
-

WORD SKILLS

Consonants

b c d f g h j k l m n p q r s t v w x y z

Look at the word *baker*. Do you see three consonants in it?
Write the three consonants here.

Pronounce *baker*. Can you hear all three consonant sounds? _____

The *initial* or beginning consonant is *b*.

The *medial* or middle consonant is *k*.

The *final* or last consonant is *r*.

1. In the following list of words draw a line under the letter standing for the *initial* consonant sound.

Draw two lines under the letter standing for the *medial* consonant sound.

Draw three lines under the letter standing for the *final* consonant sound.

Cross out each word which does not contain an *initial*, *medial* and *final* consonant sound.

paper	fury	pedal	final
camel	began	metal	cabin
sober	cocoa	Niger	elbow
froze	lemon	bison	pilot
basin	satin	vapor	piano
noted	taken	major	motor

2. In the following list complete each word with letters that stand for the consonant sound needed to make the word match the definition. All the words are from the list in exercise 1, page 14.

__e__a__ made of minerals

__o__e__ noticed

__a__o__ mist

__o__e__ serious

__e__a__ started

__a__i__ small house

__i__a__ last

__e__a__ part of a bicycle

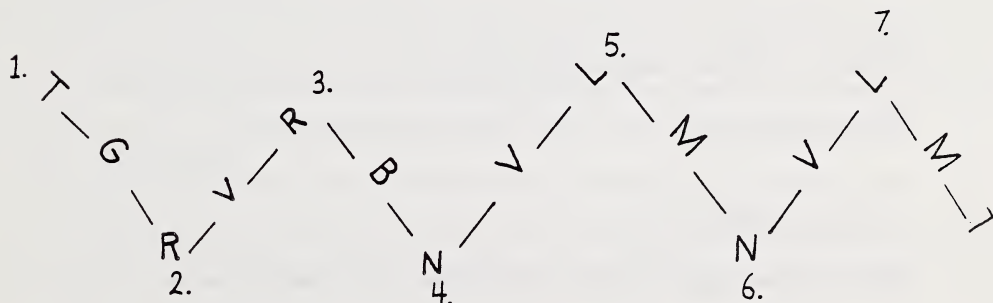
__a__i__ smooth cloth

__i__e__ a river

__o__o__ engine

__a__e__ a mammal

3. Here is a puzzle for you to complete. Only the consonant sounds are given. The final consonant in each word is the initial consonant of the next word. Write in the vowels to make each word fit the definition.



1. large cat

5. sour fruit

2. flowing water

6. long story

3. song bird

7. boundary

4. part of the body

Check your work with the answers given at the End of Lesson 1.

LANGUAGE

Recognizing Sentences

Language is a form of communicating. You can communicate by *speaking, listening, reading or writing*. As you are studying by correspondence, most of your communicating will be done by reading and writing. To express your thoughts and ideas clearly, and to let your teacher know what you are thinking, you must be able to put down your ideas in *complete sentences*. The skill of writing good, complete sentences will be useful when you write sentence answers, and when you put your ideas down in paragraph form.

Today we will review complete sentences and sentence fragments.

A sentence is a group of words that express a complete thought.

A sentence begins with a capital letter and ends with a punctuation mark.

1. John's sister is a nurse.

Why is the above group of words a sentence?

Which word has the capital letter? _____

What punctuation is at the end of the sentence? _____

2. Tom and Betty's cat.

Why is the above group of words not a sentence?

Write a complete sentence using the group of words, Tom and Betty's cat.

3. Some of the groups of words below are sentences. Others are not. Put . at the end of sentences. Make sentences from the groups of words which do not express complete thoughts.

1. Sam and Peter rode their bicycles along a bumpy path

2. A huge rock

3. Struck with a crash

4. The boys carried the twisted bicycle to the road

5. A passing truck driver

6. At the cycle shop

7. Thanked him

8. Cut lawns

9. They had soon earned enough money to pay for repairing the bicycle

THIRD DAY

READING

Henry Has an Idea, pages 9-18

1. Why did Henry want to solve the problem of lowering the swimming pool?

2. What do you think caused Henry to associate the Hopi Indian trick with the lowering of the pool?

3. Write the steps that were followed in order to carry out Henry's idea.

4. What part did Midge play in solving the problem?

5. How did Henry feel after his idea had been put into operation?

6. The characters in the story are the people the author writes about. The author can make the story people or characters seem like real, live people. He can make them act in a friendly, helpful, cruel, cowardly, or brave way. The way a story character behaves is called a *character trait*.

Henry was one of the characters in the story, Henry Has an Idea. Do you think Henry was an interesting person?

Write sentences from the story that show Henry had the following *character traits*.

self-confidence

sense of responsibility

sense of humor

7. Tell in your own words what the following expressions mean in the story.

Page 10 ----- there is one hitch

Page 14 ----- puts me on the spot

Page 18 ----- saved the day

Page 12 ----- What's holding it up?

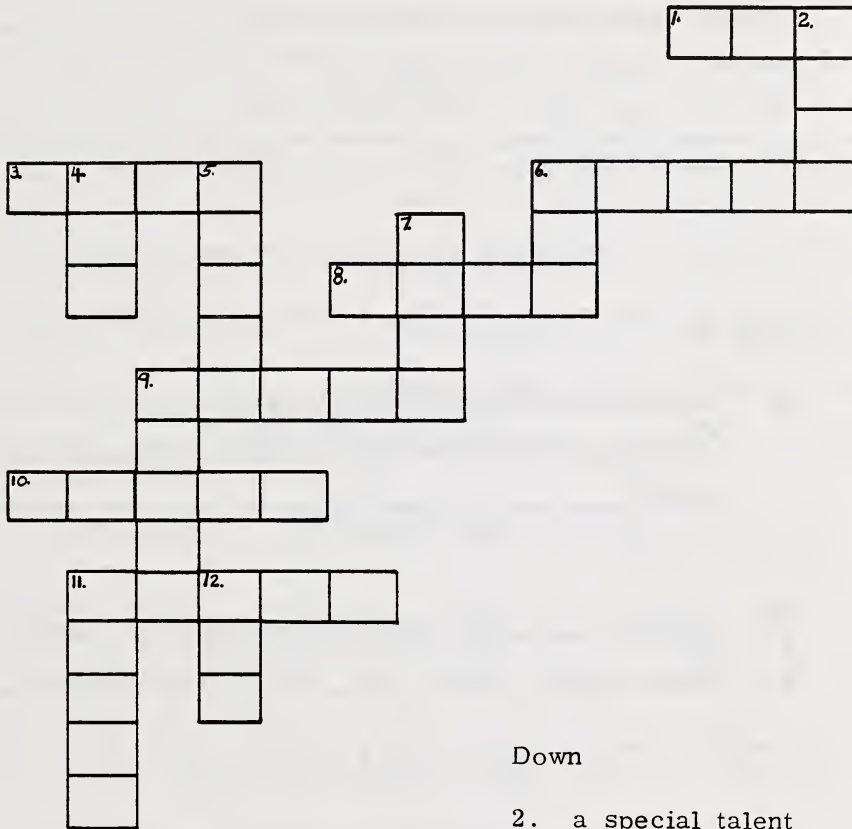
Page 13 ----- high and dry

SPELLING

Practice spelling the words on page 4. Show me that you know the meaning of each word by writing a sentence in which the word is used correctly. Underline the spelling words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Show that you know the meaning of your spelling words by completing the word puzzle. To complete your puzzle you will use each word from your spelling list only once. Some of the meanings may not be familiar to you so you will need to use your dictionary.



Across

1. produces lard and pork
3. a light two-wheeled cart
6. break or crack
8. to make a loan
9. retard in growth
10. moved quietly
11. put your foot down noisily

Down

2. a special talent
4. strike hard
5. cloth with a pattern pressed on it
6. ground covered with grass
7. not straight
9. past tense of sweep
11. very fast
12. part of a play

CORRECT YOUR WORD PUZZLE WITH THE ANSWERS GIVEN AT THE END OF LESSON 1.

LANGUAGE

Kinds of Sentences

Yesterday we reviewed sentences. We learned 3 things which are true of all sentences.

- A sentence expresses a complete thought.
- A sentence begins with a capital letter.
- A sentence ends with a punctuation mark.

We use different punctuation marks for different kinds of sentences.

Four Kinds of Sentences and Their Punctuation Marks

1. *Declarative Sentence* is a telling sentence. It ends with a period.

• Charlie likes cherry pie.
Mary is attending school in Vegre-
ville.

2. *Interrogative Sentence* asks a question. It ends with a question mark.

? Where is the new swimming pool?
Have you been to Fort Chipewyan?

3. *Exclamatory Sentence* shows strong feeling, excitement, or surprise. It ends with an exclamation mark.

! What an exciting ball game!
Hurrah! We won!

4. *Imperative Sentence* is a sentence that gives a command or makes a request. It ends with a period.
If a sentence gives a forceful command an exclamation mark may be used.

• Be careful please.
Close the door, Mary.
! Play ball! (forceful)
! Do your work now!

What kinds of sentences are these? Write the names in the spaces at the left. Then put the proper punctuation at the end of each sentence.

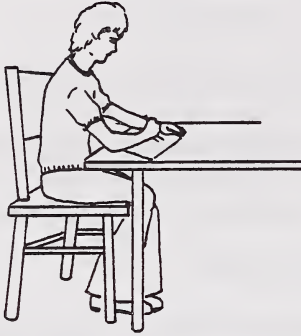
- | | |
|-------|--|
| _____ | 1. Do you know what time it is |
| _____ | 2. How cold and hungry I am |
| _____ | 3. Edmonton is known as Canada's Oil Capital |
| _____ | 4. Please set the table for dinner |
| _____ | 5. Would you like to play with us |
| _____ | 6. Stop right there |
| _____ | 7. How delicious the pork and beans taste |
| _____ | 8. Alberta became a province in 1905 |
| _____ | 9. When will Halley's comet be seen again |
| _____ | 10. Stop |

CHECK YOUR WORK WITH THE ANSWERS GIVEN AT THE END OF LESSON 1.

WRITING

Do you remember the rules for good handwriting?

Look at the picture below. It shows the correct sitting position for good writing.



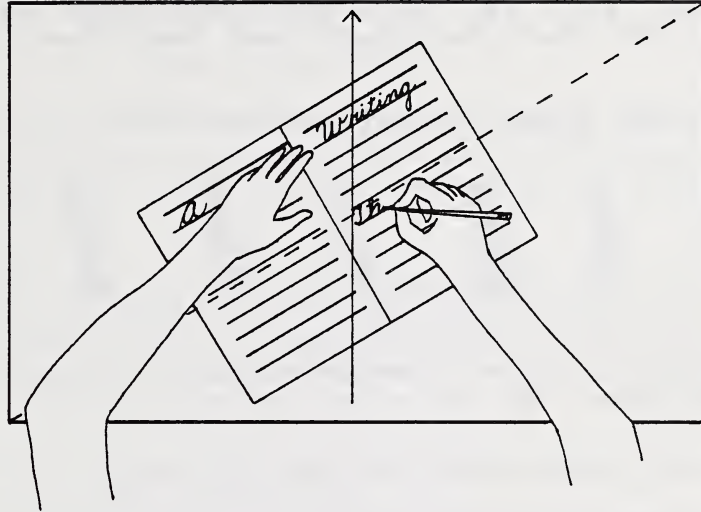
My back is straight.
My head is up.
My feet are flat on the floor.
My body is squarely in front
of my desk.
My hips are against the back
of the chair.

The diagram below shows how to hold your pencil correctly for easiest writing.

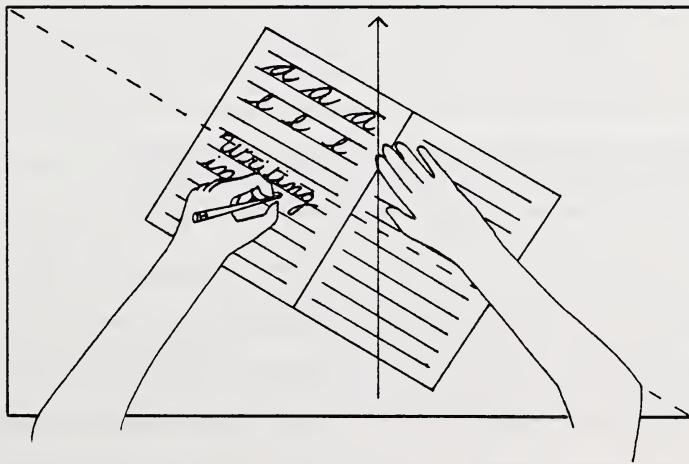


Hold your pencil loosely so you do not press too heavily.

If you are right-handed place your scribbler and hands like this.



If you are left-handed place your scribbler and hands like this.



Write 1 line of left ovals two spaces high to relax your arm.



Write 1 line of push and pull two spaces high.



Write all the letters of the alphabet using the sample given on page 12 of this lesson. Be sure to keep your arm relaxed.

Blank lines for handwriting practice.

FOURTH DAY

READING

Henry Has an Idea, pages 9-18

Using Context Clues

Many words have more than one meaning. Usually we can tell which meaning a word has by looking at the way it is used and at what comes before and after it. We call this discovering the meaning of a word from its *context*.

Read the following sentences from Henry Has an Idea. By using your dictionary or the glossary at the back of your reader, and thinking of the way the word in italics is used (its *context*), write the correct meaning of the word in the space provided. The first one is done for you.

1. Page 10

It has really been hot driving today. All day long we *sweltered*.

suffered from the heat

2. Page 10

I thought that pools were always made of *concrete* but on this trip we've been swimming in several made of steel.

3. Page 10

Sometime or other Mr. Glass must have done some studying because he is considered to be a *brilliant* research chemist now.

4. Page 11 Mr. Murray looked at the *register* and said, "Fuzzy-top Glass! It's been a long time, hasn't it?"
-
-
5. Page 11 I guess they were more *lenient* with kids then.
-
-
6. Page 12 He laid those *beams* across the hole, brought the steel in and fabricated the tank.
-
-
7. Page 13 The two *cranes* had to move over to the other end of the county,...
-
-
8. Page 13 Believe me, that is no simple *operation*.
-
-
9. Page 17 They got a number of heavy construction *jacks* and timbers and built cribs under the beams to support the jacks.
-
-

WORD SKILLS

Hard and Soft c

Some consonants have more than one sound. *C* sometimes has a hard sound like *k* as in

come candy cow.

C can also have a soft sound like *s* as in

cedar race peace.

As you read the following paragraph look for the words that contain the letter *c*. Write them on the lines below. Underline the words in which *c* stands for the *k* sound. Put a circle around the words in which *c* stands for the *s* sound.

My cousin Cindy is exceptionally clever. She carves saucers from pieces of spruce. She makes ice cream and other delicious confections. Currently she is practicing playing the cello. She can also balance a cucumber on her head while she rides her bicycle in a circle. Isn't she curious?

[illegible]

Unscramble the words below. Each word will have 2 *c*'s. If both *c*'s in the word stand for the sound *k* represents, write 1 after the word. If one *c* stands for the *k* sound and one for the *s* sound write 2 after the word.

ectricap	<u>practice</u>	<u>2</u>	do again and again
scutac	_____	_____	a desert plant
cinicl	_____	_____	a medical center
cileci	_____	_____	a cone of ice
treconec	_____	_____	cement
nycelco	_____	_____	violent windstorm
clance	_____	_____	cross out
micoc	_____	_____	comedian
cucaes	_____	_____	blame
difconcene	_____	_____	a belief or trust

Find five words from Henry Has an Idea, in which *c* has the *s* sound. Find five words in which *c* has the *k* sound. Write them in the space below.

*k**s*

LANGUAGE

1. Do you remember the names of the four kinds of sentences we studied yesterday? Write the 4 names in the spaces below.

Look at page 23 to be sure you have spelled the sentence names correctly.

2. Read the sentences below. In the space at the left, write the kind of sentence each is. Place the correct punctuation mark at the end of each sentence.

- _____ 1. The circus had finally arrived
- _____ 2. There were elephants and lions but no clowns
- _____ 3. Where could he be
- _____ 4. The people began to shout, "We want the clown. There he is "
- _____ 5. The clown appeared walking high above the arena on a tight-rope
- _____ 6. How happy the children were



3. Look at the picture.

1. Write an *exclamatory* sentence which shows excitement, surprise or strong feeling about something in the picture.

2. Write a *declarative* sentence telling something about the picture.

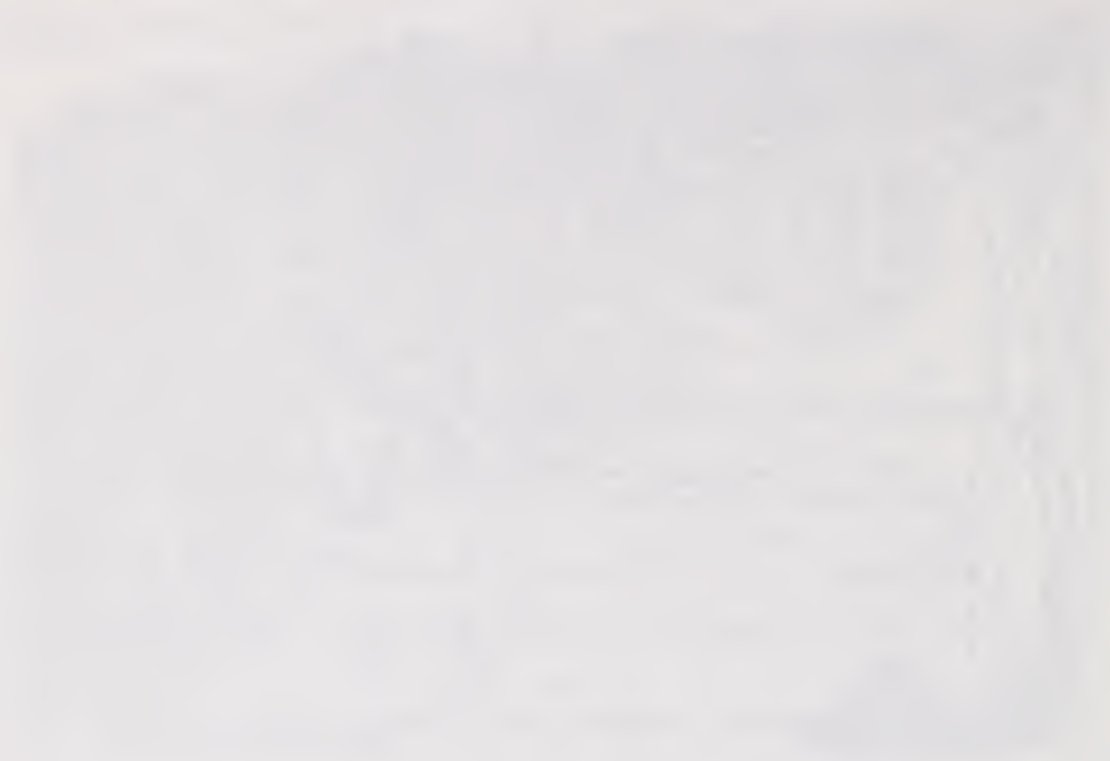
3. Write an *interrogative* sentence to ask something about the picture.

4. Write an *imperative* sentence that someone in the picture might say.

4. If horses could talk what would they say?

Write an *interrogative* sentence which the horse in the picture might ask the girl.

5. Write an *imperative* sentence that the horse might say if he could talk.



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1917

FIFTH DAY

READING

1. The disappearing fire trick is said to be a Hopi tribal secret. Find out about a custom or belief of the natives in the country in which you live. Write about it in the space below.

[illegible]

2. Do page 2 of your Think-and-Do-Book. Send it for correction.

SPELLING

Write the spelling words as your supervisor dictates them to you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Supervisor's Signature

LANGUAGE

Communicating by Writing

Because it is a brand new school year and because your teacher would like to know you better, your language exercise today will be a paragraph telling all about YOU. Describe your appearance and tell what makes you happiest and saddest. You may wish to tell about your hobbies and pets and the kind of work you hope to do when you finish school. Be sure to make your beginning sentence interesting. Your final sentence should be a summarizing or wrap-up sentence to make your story sound complete. Try to use each of the four kinds of sentences which we have studied in this week's lesson.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

WRITING

Using the rules of good handwriting, write the first 8 lines of the poem "Then As Now," page 6 in your reader.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SELF-CORRECTING EXERCISES FOR LESSON 1

pages 4, 5

SPELLING BY SOUNDS

Check your spelling words with the words in the box,
top of page 4.

1. Vowel sounds found in:

cat } *act*
 } *ram*
 } *trap*
 } *stamp*

hens } *lend*
 } *bent*
 } *swept*
 } *crept*

drum } *stunt*

dog } *hog*
 } *sod*
 fish } *split*
 } *swift*
 } *gift*

2. stamp
 camp, damp, lamp, cramp
 trap
 slap, clap, sap, gap

SECOND DAY

page 13

READING

Lesson 1

It tells us that the story was reprinted by permission of
the publishers, Viking Press. Inc.

- Hansonville, Ontario
- map work (Write Henry's name on the map.)
- The swimming pool which Mr. Murray promised would be ready by July 1st needed to be lowered into the excavation. Henry's idea of putting blocks of ice under it to replace the beam helped to solve the problem.

Page 14, 15

- | | | | |
|-----------------|--------------|--------------|--------------|
| 1. <u>paper</u> | <u>began</u> | <u>pedal</u> | <u>final</u> |
| <u>camel</u> | <u>lemon</u> | <u>metal</u> | <u>cabin</u> |
| <u>sober</u> | <u>satin</u> | <u>Niger</u> | <u>pilot</u> |
| <u>basin</u> | <u>taken</u> | <u>bison</u> | <u>motor</u> |
| <u>noted</u> | <u>vapor</u> | <u>major</u> | |

- | | |
|----------|-------|
| 2. metal | noted |
| vapor | sober |
| began | cabin |
| final | pedal |
| satin | Niger |
| motor | camel |

3. tiger, river, robin, naval, lemon, novel, limit

page 16

LANGUAGE

1. The group of words tells a complete thought. It begins with a capital letter and ends with a punctuation mark. The first word. (John).
period (.)
2. It does not express a complete thought.
Tom and Betty's cat is playing in the back garden.

page 17

1. A complete sentence. Place period at the end of the sentence.
2. A huge rock rolled down the mountain side.
3. The bolt of lightning struck with a crash.
4. A complete sentence. Place period at the end of the sentence.
5. A passing truck driver stopped to help the two boys.
6. I saw a bicycle at the cycle shop.
7. The boys thanked him for being so kind.
8. The boys decided to cut the lawns to earn some money.
9. A complete sentence. Place period at the end of the sentence.

page 18

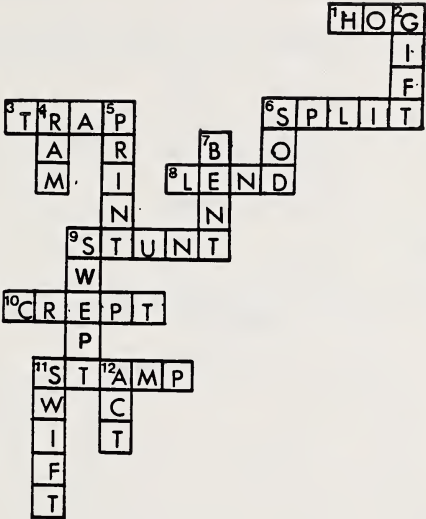
THIRD DAY

Lesson 1

Henry Has An Idea

1. He was hot and tired and was looking forward to having a swim.
2. The melting ice cream cone made Henry think of the April Indian Fire dance and how the melting ice made the fire disappear.
3.
 1. Cribs were built under the beams.
 2. The beams were jacked up.
 3. Eight square piles of ice blocks were built.
 4. The tank was lowered onto the piles of ice.
4. Madge's part in solving the problem was telling her father of Henry's plan.
5. He felt proud to be called 'the "hero" of Hansonville' but he was worried that he might have to make a speech and he couldn't decide if he should admit that the idea really came from the Hopi Indians.

Word Puzzle



Interrogative	1	?
Exclamatory	2	!
Declarative	3	.
Imperative	4	.
Interrogative	5	?
Imperative	6	.
Exclamatory	7	!
Declarative	8	.
Interrogative	9	?
Imperative	10	!

Lesson 1 pages to be SENT FOR CORRECTION

Reading	pages 1, 2, 19, 20, 28, 29, 35
Languages	pages 8, 9, 32, 33, 34, 37
Writing	page 11, 38
Word Skills	pages 30, 31
Spelling	page 21, 36
Think-and-Do-Book	page 2

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

The Singing Cave, pages 19-33

Today's story takes you across the Atlantic Ocean to Ireland. The story, The Singing Cave, was set in the Connemara area near Galway Bay in Ireland. Connemara is a mountainous area just north of Galway Bay. Many lakes, peat bogs and small valleys are found in Connemara.



Small farms are found along the bay. Many of the farms are protected by high rock walls.

Study the map. What do you notice about Ireland's location?

Why do you think farms would be protected by high walls?

Why do you think you would find many caves and bays along the west coast of Ireland?

Read the title and the first sentence on page 19. Tell what you think made the cave sing. (Check to see if you are right after you read the whole story.)

Read the whole story, pages 19-33. As you read, watch for the vivid word pictures the author uses. Try to imagine the sounds you would hear if you lived in Galway Bay.

1. Do you think the story has a likely or unlikely ending? Why?

2. Do you think Pat and his grandfather will stick to their decision?

_____ Why or why not? _____

3. What decision would you have made if this experience had happened to you and a friend?

4. Find Ireland on your world map. Write Pat's name in the area near Galway Bay.

SPELLING

Vowel - Consonant - Final *e* words

pipe	spoke
mate	stole
pile	plate
size	stride
rule	grade
face	bathe
nose	scene
wine	wipe
bone	

1. Look at the above list of spelling words. What is the last letter of each word? _____

Is the letter before that a consonant? _____

Is the letter before that a vowel? _____

Does the vowel in the middle of each word have the long or short sound? _____

Which vowel is silent? _____

2. Make up a rule that applies to the spelling of all the words in this week's list.

3. Write a word that rhymes with each of the words in this week's list and to which the rule you wrote in exercise 2 applies.

4. Using the study suggestions given on the first day of Lesson 1, practice spelling the words in this week's lesson.

5. Say and write each word in your spelling list.

LANGUAGE

Complete Subjects and Predicates

In our last lesson we reviewed sentences. We said that a sentence expresses a complete thought. To express a complete thought a sentence must have two parts. One part is the complete subject. The other part is the complete predicate.

The complete subject tells whom or what the sentence is about.

The little girl ran home.

The little girl is the complete subject. (It tells what the sentence is about.)

The complete predicate tells or asks something about the complete subject. It often tells what the complete subject does.

The little girl ran home.

The complete predicate is- *ran home*. (It tells what the little girl did.)

1. Look at the sentence below. A line is drawn between the complete subject and the complete predicate.

The angry farmer / shouted at the hunters.

Does the complete subject tell whom or what the sentence is about?

Write the complete subject here.

Does the complete predicate tell what the complete subject does?

Write the complete predicate here.

2. In the following sentence, draw a line separating the complete subject and the complete predicate.

Tim, the mailman, trudged wearily home.

Write the complete subject here.

Write the complete predicate here.

3. Draw a line to separate the complete subject from the complete predicate in each of the following sentences.

Everyone should have a hobby.

One of the most popular hobbies is collecting things.

Many kinds of things can be collected.

Some girls may collect dolls for a hobby.

Some boys like to collect models.

Christopher's hobby is collecting model airplanes.

His collection numbers more than twenty.

One wall of his room is full of shelves.

Every shelf has many airplanes on it.

The models have been carefully assembled.

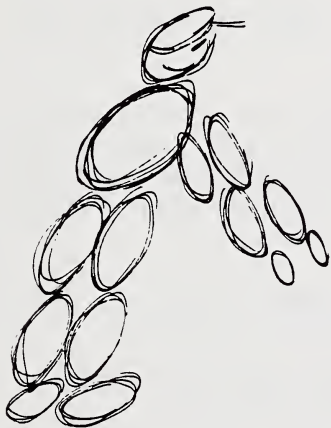
This kind of hobby requires a lot of patience.

Many of Christopher's friends have become interested in the same hobby.

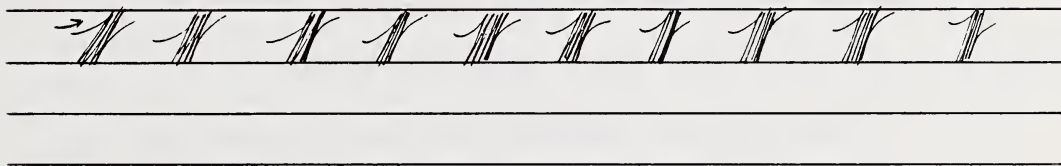
WRITING

Do the same exercises for relaxing your arm that you did last day. Remember to hold your pencil so loosely that I would be able to come up beside you and pull it out of your hand easily.

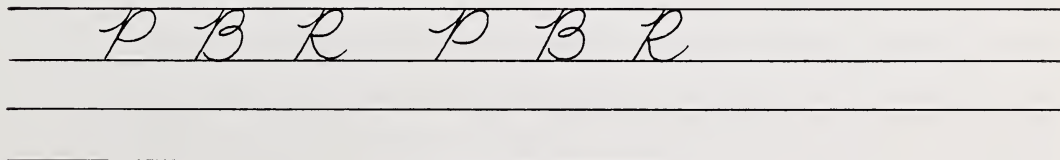
To loosen your arm, try using ovals to make two more boys playing baseball.



Write one row of push and pull one space high. Start in the middle of the space.



Now practice these letters. Make them well-rounded.



Now write these words three times each.

Peter Ralph Brown

SECOND DAY

READING

Skimming to Find Information

The Singing Cave, pages 19-33

Did you enjoy the story about the singing cave? _____

Did you find out what made the cave sing? _____

If you aren't sure of the answer you can find out by skimming over the story. Place your index finger down the center of the page. As you move your finger down the center of the page, look to left and right to pick out the important facts on the page.

1. Are you ready? Skim page 24. Write complete sentence answers.

1. Tell what made the singing sound in the cave.

2. What musical instrument did the stone pillars resemble?

3. Tell how the stone grid resembled the instrument.

2. Why do you think the stone grid would make music only during a storm?

3. Skim page 31.

1. Write the sentence that gives you the first clue that the people are hiding something.

2. Tell in your own words what Clooney Cave was used for.

3. How did the people feel about keeping the goods from the ship-wrecked ships?

WORD SKILLS

Hard and Soft *g*

In Lesson 1, you learned that the letter *g* has a hard sound and a soft sound. Think of a word in which *g* has a hard sound. Write your word here. _____ Think of a word in which *g* has a soft sound. Write your word here. _____

The letter *g*, like the letter *c*, has more than one sound. In some words it has the *j* sound or soft sound.

ginger gentle

In some words it has the hard *g* sound.

grind grumble

The following pairs of words are from the story The Singing Cave. Say each word aloud.

— gently	— green	— grip
— grandfather	— gypsy	— giant

Did you hear a soft *g* and a hard *g* in each pair of words? _____

Put *S* in front of each word above that has a soft *g* sound. What letters follow *g* in these words?

Put *H* in front of each word that has a hard *g* sound. What letters follow *g* in these words?

1. When the letter *g* is followed by *e*, *i*, or *y*, it usually has the *j* sound.
2. When the letter *g* is followed by any other letter it usually has the *g* sound.

Which sound does *g* have in the following words? Draw a line from each word to the correct sound. The first one is done for you.

1.

garment		anger	
vinegar		genius	<i>g</i>
game		germs	<i>j</i>
garden		general	
gone		argue	
goblin	<i>g</i>	gun	<i>g</i>
gossip	<i>j</i>	gulp	<i>j</i>
government		gusty	
allergy		girls	
gymnasium	<i>g</i>	engine	<i>g</i>
gypsy	<i>j</i>	margin	<i>j</i>
gymnast		gills	

2. Write the 3 words from the list which are exceptions to rule 1 on page 11.

3. Are there any exceptions to rule number 2 in the list of words?

In the spaces provided write the word from the list above which matches the definition given. The letters after the definition will tell the sound the *g* has in the word.

_____ windy (<i>g</i>)	_____ a make believe creature (<i>g</i>)
_____ swallow quickly (<i>g</i>)	_____ debate (<i>g</i>)
_____ part of a fish (<i>g</i>)	_____ a wanderer (<i>j</i>)
_____ a motor (<i>j</i>)	_____ an article of clothing (<i>g</i>)

4. Here is a sentence which has many *g*'s in it. Every *g* in this sentence has the *j* sound.

The gentle giant generally made
a ginger cake for the genius.

Write a sentence in the space below using as many words
as you can in which *g* has the (hard) *g* sound. The sentence
may be funny, but it must tell a complete thought.

LANGUAGE

Recognizing Sentences

Some of the groups of words below are sentences. Some are not. In each complete sentence underline the complete subject, and write the kind of sentence it is. Use correct punctuation marks where necessary.

- _____ 1. John took a trip to Fort Macleod.
- _____ 2. One of the earliest forts in Alberta
- _____ 3. Named after Col. James F. Macleod
- _____ 4. Many Indian artifacts are found in the Drumheller area
- _____ 5. the collection of arrowheads
- _____ 6. Would you like to go to Fort Macleod for your holiday

In the space below, write sentences using the groups of words above which are not sentences. After you have completed each sentence, underline the complete predicate.

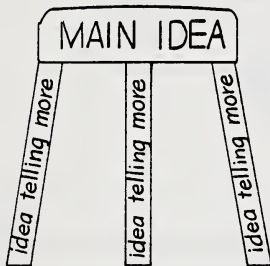
CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 2.

THIRD DAY

READING

Finding the Main Idea

When a writer writes a story or a paragraph, he tries to organize his ideas in good story order. The *main idea* is the key thought a writer wants to tell his readers. It often is the *first* or opening sentence of the story or paragraph. Once the main idea is given, the writer can write other ideas which tell *more* or explain the main idea.



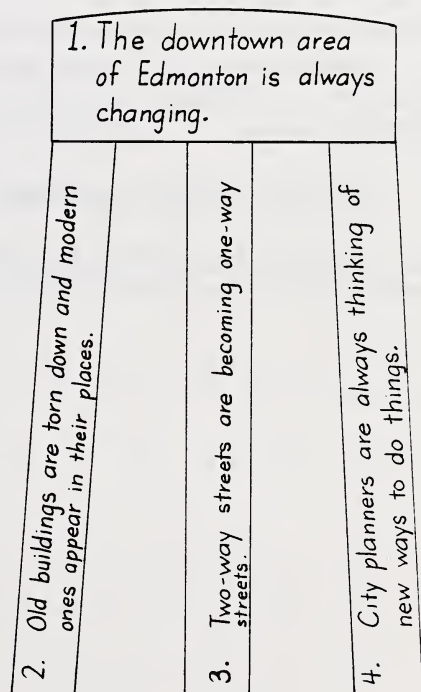
Read this paragraph.

The downtown area of Edmonton is always changing. Old buildings are torn down and modern ones appear in their places. Two-way streets are becoming one-way streets. City planners are always thinking of new ways to do things.

Now look at the big stool. Notice that the first sentence has been written on the seat of the stool. The first sentence is the main idea. It tells what the whole paragraph is about.

The other sentences holding up the seat of the stool, give more detail about the main idea.

You can think of the seat of a stool as a *main idea*. The legs holding the seat can be supporting ideas telling more about the main idea.



Read these paragraphs. Underline the main ideas in each.

Spring comes to southern Alberta suddenly. The warm Chinook wind blows gently over the mountains. Quickly the snow disappears. Gurgling, bubbly streams flow busily down the valleys and over the brown fields.

The men and the boys will drive the cattle to the summer pastures where the cattle can graze freely. Young Tom Brown is going along too. He and Mr. Brown will be away from home all summer herding their cattle. Charlie Green and his father will help the Browns herd the cattle.

Check your work.

Main Idea - The first sentence in each paragraph. For more practice in finding main ideas read The Vikings, pages 4-5, Think-and-Do Book.

Do the exercises on page 5.

Send pages 4 and 5 for correction. (Think-and-Do Book)

SPELLING

1. Write the words from your list on page 3 which have the vowel sounds found in:



2. In which word do two letters make a single consonant sound?

Which word has a silent *c*?

3. Write grade. Change *gr* to *m*, *w*, *sp*, *tr*, *bl*. Write the new words below.

4. Write mate. Write nine other words by changing *m* to *f*, *g*, *h*, *l*, *d*, *r*, *cr*, *pl*, *st*.

5. Write pile. Change *p* to *f*, *m* and *sm*.

6. Write face. Change *f* to *l*, *r*, *br* and *m*.

7. Write nose. Write three new words by changing *n* to *th*, *ch*, *cl*.

8. Write wine. Write two new words by changing *w* to *v* and *sh*.

LANGUAGE

Making Complete Sentences

1. Below are ten subjects doing nothing at all because they have no predicates. Make them do something or be something by giving each one a predicate.

1. The weary travellers

2. The silvery moon

3. One woolly lamb

4. The first day of school

5. The big awkward machine

6. Swarms of honey bees

7. It

8. The fish that got away

9. A plumber with a big wrench

10. The Edmonton Eskimos _____

2. Write a suitable subject for each of the following predicates. Try to use interesting, descriptive subjects.


1. _____ screamed down the snowy valley.
2. _____ are camping near the lake.
3. _____ was whistling shrilly in the deep canyons.
4. _____ knows the foot trails in the mountains.
5. _____ screeched to an abrupt stop.
6. _____ scurried to safety.
7. _____ howled in agony.
8. _____ were chasing the frightened rabbit.
9. _____ was creeping out of hiding.
10. _____ broke the silence of the forest.

WRITING

Write a row of left ovals one space tall.

Begin here



Now practice small letter *b*. Be sure to make *b* open here ; otherwise it will look like *f*.

Write a line of *b* one space tall. Then write 2 lines of *b*'s in threes.



Write these sentences.

Betty blows beautiful bubbles.

Uncle Remus told stories about Brer Rabbit, but Beatrix Potter wrote about Peter Rabbit.

FOURTH DAY

READING

1. In her story, Eilis (elesh) Dillion uses very descriptive language to show the reader the power of the wind and the sea. At times she makes them seem almost human in their actions.

Example : the wind shrieked even louder

Find and write one descriptive phrase from each of the following pages.

Page 19 _____

Page 20 _____

Page 21 _____

Write a few words that the author uses to describe the wind and the sea. Would you say that the author's description of the wind and sea is friendly or unfriendly?

2. Read the last paragraph on page 21. Do these tales help to intensify the eerie feeling created by the sound Pat heard?

SEND FOR CORRECTION

3. Read the last paragraph on page 23 and the top of page 24. You will find that the author continues to build up this eerie feeling by using descriptive words.
Example - a broad shadow, cold and mysterious, on the dead,
 black water

Find other descriptive groups of words on page 25.
Write several on the following lines.

4. Think of one part of the story that created one of the following feelings for you.

suspense

excitement

terror

curiosity

mystery

Write the part of the story in your own words. Underline the feeling you experienced as you read about it.

WORD SKILLS

Consonant Digraphs

When two consonants come together in a word to make a single sound we call that sound a consonant digraph.

EXAMPLE

bother - *th* is the consonant digraph

change - *ch* is the consonant digraph

shape - *sh* is the consonant digraph

when - *wh* is the consonant digraph

1. Underline the consonant digraphs in the following words.

fourth	thirty	sketch	thieves
those	shovel	stomach	character
crash	there	shape	latch
chess	bleach	think	shadow
white	charm	teach	third

What four consonants combine with *h* in the digraphs above?

What 3 letter combination makes the same sound as one of the digraphs?

2. Say the word *thirty*.

Say the word *think*.

What is the digraph in each word? _____

The digraph sounds the same in each word.

Say the word *think*.

Say the word *there*.

What is the digraph in each word? _____

This digraph does not sound the same in these two words.

Say each word again. Can you hear the difference in the *th* sounds? If necessary, say each word several times until you are sure you can hear the difference.

3. Complete each line by writing two words from the list in which the consonant digraph represents the same sound.

tch in pitch _____

ch in chords _____

ch in checker _____

th in this _____

th in thin _____

4. Complete each line below by writing two words from the list in which the same consonant digraph represents a different sound.

th in the _____

th in thistle _____

ch in chime _____

ch in chorus _____

CHECK YOUR WORK ON PAGES 24 AND 25 WITH THE ANSWERS GIVEN AT THE END OF LESSON 2.

LANGUAGE

Writing Paragraphs

In our reading lesson yesterday we talked about main ideas in writing stories or paragraphs. We learned that a paragraph is a group of sentences which tell about one main idea or topic. The sentence which gives this main idea is called the *topic sentence*. This topic sentence usually comes at the beginning of the paragraph to capture the reader's interest. All the sentences which follow should be strong and *wrap up* or *summarize* the thoughts expressed by the rest of the sentences.

Here is a list of rules which will help you to write clear and interesting paragraphs.

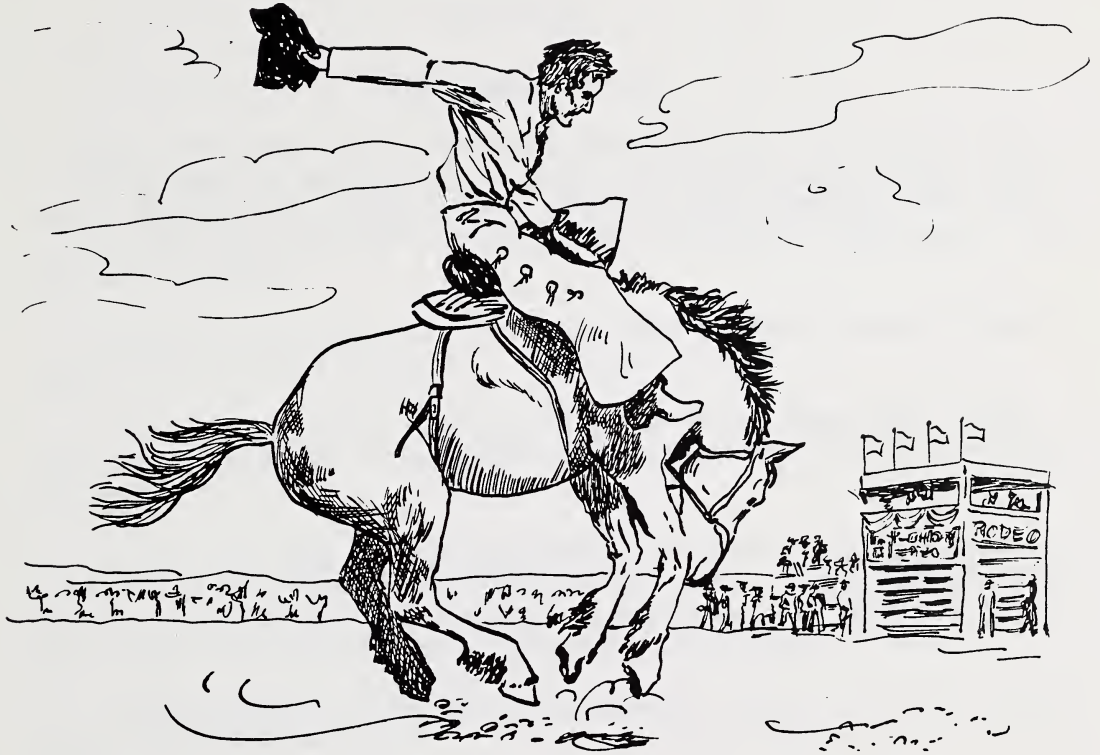
Rules For Writing A Paragraph

1. Indent the first line in your paragraph.
2. Be sure to include a topic sentence in each paragraph. (Usually the first sentence is the topic sentence.)
3. Be sure that the topic sentence is clear and interesting.
4. Be sure that each sentence that follows sticks to the same topic and that each sentence in the paragraph adds a new thought to the topic sentence.
5. Begin each sentence with a capital letter and end it with the correct punctuation.
6. Write the sentences in the order that the events occurred.
7. Place important ideas near the beginning and end of your paragraph.
8. Begin a new paragraph for each new idea.
9. Write a strong ending sentence for your paragraph.

1. Each of the following paragraphs has one sentence which does not belong. Read each paragraph carefully. When you find the sentence which does not belong, draw a line through it. The first is done for you.

1. Many of the boys in our town enjoy being members of the Boy Scout troupe. We hold meetings in the Community Center every Tuesday night. We have learned to do many new things. I am proud to be a Boy Scout. ~~My sister Tilly is a member of Girl Guides.~~
2. The western chipmunk is a beautiful and interesting little animal. It is smaller than a gopher and marked with brown and white stripes. Chipmunks live in burrows connected with many underground runways. During the summer they can be seen packing nuts and dried berries underground for winter use. Squirrels also store food for winter. Chipmunks are friendly little creatures and are easily tamed.
3. Olympic contents are held both summer and winter. Track and field events are usually the most important highlights of the summer Olympics. In Alberta, fishing is carried on during the summer months. Also featured in the summer Olympics are boxing, wrestling and gymnastics.
4. The Commonwealth Games were held in Edmonton, Alberta in the summer of 1978. Many athletes competed in the Games. Among the most popular events were gymnastics and swimming. The sewing club met in the church basement every Tuesday. Another popular event was weightlifting.

2. Underline the topic sentence in each paragraph above.
3. Which rule for writing a paragraph tells us that the sentences you crossed out do not belong in these paragraphs?



4. Using the rules you have learned in today's lesson write an interesting paragraph of at least five sentences about this picture.

FIFTH DAY

READING

High Tide, page 34

Have you ever been to the ocean and watched the tide come in? A tide is the rise and fall of the ocean which takes place twice every day - usually every twelve hours. When the tide goes out, the water moves away from the land, leaving large stretches of white sand. We call this low tide.

When the tide comes in, the ocean water rushes towards the land again. We call this high tide.

The poem in today's reading lesson, is called High Tide. Read the poem on page 34. Then listen as your supervisor reads the poem to you.

In the story The Singing Cave and in the poem High Tide, the reader is given two different images of the sea. In The Singing Cave the sea is described as thundering and angry (p. 19), and after the storm has passed it is seen as peaceful and innocent (p. 23).

In High Tide, the first five lines give the reader the image of an angry and fearsome sea.

1. The first line helps to set the mood of the poem. Underline the feelings you experienced as you read the first line.

joy	excitement	fear
suspense	calm	loneliness

2. To what does the writer compare the huge waves or breakers?

3. Write the 2 lines which best show this comparison. (Do not write line 4.)

4. Write the line which first indicates that the sea is controlled by a stronger power.

5. Write the one descriptive word in stanza one which shows the sea to be other than strong and fearsome.

6. In the first line of stanza two, to what does the word *them* refer?

7. Who or what is holding the breakers captive?

8. In which did you get a more vivid picture of the sea; High Tide or The Singing Cave?

LANGUAGE

Today let us review what we have learned about sentences in our first two lessons.

A sentence expresses a complete thought.

A sentence begins with a capital letter and ends with a punctuation mark.

There are four kinds of sentences.

declarative exclamatory

interrogative imperative

See how well you remember them by writing the name beside the description.

1. A _____ sentence makes a statement.

Example: John works on the farm.

2. An _____ sentence gives a command.

Example: Shut the door, Bob.

3. An _____ sentence asks a question.

Example: Can you bake bread?

4. An _____ sentence expresses strong feeling such as excitement or surprise.

Example: How tired the hikers were!

Your answers should be:

1. declarative

2. imperative

3. interrogative

4. exclamatory

1. Write the kind of sentence in the space at the left of each of the following. Put the proper punctuation at the end of each sentence.

- | | |
|-----------|--|
| 1. _____ | What work will you be doing when you grow up |
| 2. _____ | Dick would like to be a pilot |
| 3. _____ | Tim hopes to work on his father's farm |
| 4. _____ | Alice wants to deliver mail |
| 5. _____ | Their teacher gave them some advice |
| 6. _____ | Finish school and then decide |
| 7. _____ | How happy the students will be to graduate |
| 8. _____ | Have you ever thought of going to University |
| 9. _____ | How proud their parents will feel |
| 10. _____ | Who was the first prime minister of Canada |

2. Write examples of the following kinds of sentences.

declarative _____

interrogative _____

exclamatory _____

imperative _____

3. Every sentence has a complete subject and a complete predicate.

The complete subject tells whom or what the sentence is about.

The complete predicate tells something about the subject.

Use an up and down stroke (/) to separate the subject and predicate in the sentences you wrote in exercise 2.

4. In the following sentences, circle the subject and underline the predicate.

1. The book about horses belongs to Tom.
2. Cherry pies are delicious.
3. How the waves lashed against the shore!
4. Run home Jennifer!
5. Do you speak French?

SPELLING

As your supervisor says each of your spelling words, write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

WRITING

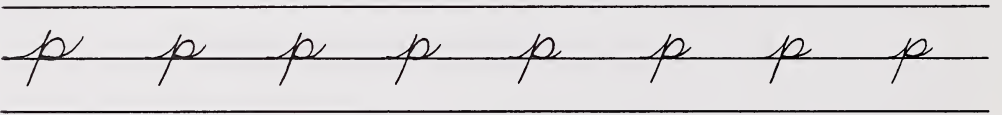
Make a line of continuous left ovals like this.



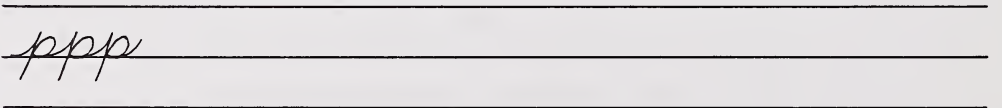
Make a line of continuous push and pull like this.



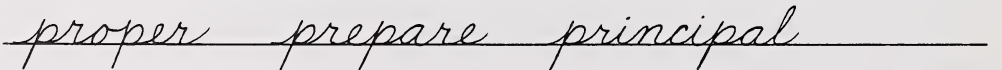
Today practice letter *p*. The tail is two-thirds of a space down. Write 2 lines.



Write a line of *p*'s in threes.



Write 2 line of these words.



SELF-CORRECTING EXERCISES FOR LESSON 2

FIRST DAY

pages 3, 4

SPELLING

1. e
yes (consonant)
yes (vowel)
long sound
e
2. In one syllable words that have a vowel, consonant, and a final vowel e, the middle vowel has a long vowel sound and the final vowel e is silent.
3. Remember that the rhyming words which you write must have the long vowel sound in the middle of the word.

ripe, rate, file, wise, cool, lace, rose, fine, cone,
awake, role, slate, bride, trade, lathe, bean,
ripe.
4. Check your words with the spelling words in the box on page 3.

pages 5, 6

LANGUAGE

Lesson 2

1. yes
The angry farmer (complete subject)
Yes
shouted at the hunter (complete predicate)
2. Tim, the mailman, / trudged wearily home.
Tim, the mailman (complete subject)
trudged wearily home (complete predicate)

3. Everyone / should have a hobby.
One of the most popular hobbies / is collecting things.
Many kinds of things / can be collected.
Some girls / may collect dolls for a hobby.
Some boys / like to collect models.
Christopher's hobby / is collecting model airplanes.
His collection / numbers more than twenty.
One wall of his room / is full of shelves.
Every shelf / has many airplanes on it.

The models / have been carefully assembled.
This kind of hobby / requires a lot of patience.
Many of Christopher's friends / have become interested
in the same hobby.

page 9

SECOND DAY

Lesson 2

1. 1. The singing sound in the cave was made by the open
ridges in the wall.
2. The stone pillars resembled an organ.
3. Every other ridge of the wall had fallen out giving
the wall the look of pipes in an organ.
2. The music was made only when the wind whistled through
the open ridges.

page 14

LANGUAGE

Lesson 2

Recognizing Sentences

Declarative 1 .

Declarative 4 .

Interrogative 6 ?

One of the earliest forts in Alberta was Fort MacLeod.

It was named after Col. James F. MacLeod.

At the museum you will find a collection of arrowheads.

page 17

SPELLING

Lesson 2

train - mate, face, bathe, plate, grade

1. leaf - scene
pipe - pile, wine, stride, wipe
rose - nose, prose, bone, spoke, stole
stool - rule
2. bathe
scene (c is silent)

3. grade, made, wade, spade, trade, blade
4. mate, fate, gate, hate, late, date, rate, crate, plate, state
5. pile, file, mile, smile
6. face, lace, race, brace, mace
7. nose, those, chose, close
8. wine, vine, shine

pages 24, 25

WORD SKILLS

Lesson 2

1.

<u>th</u>	<u>th</u>	<u>ch</u>	<u>th</u>
<u>th</u>	<u>sh</u>	<u>ch</u>	<u>ch</u>
<u>sh</u>	<u>th</u>	<u>sh</u>	<u>ch</u>
<u>ch</u>	<u>ch</u>	<u>th</u>	<u>sh</u>
<u>wh</u>	<u>ch</u>	<u>ch</u>	<u>th</u>

t, s, c, w tch
2. thirty, think, digraph th
 think, there, digraph th
3. sketch, latch
character, stomach
chess, charm
there, those
think, third
4. th - there, those
 thirty, thieves, third, think
 ch - charm, chess
 ch - character, stomach

page 27

LANGUAGE

Lesson 2

Topic Sentences

1. Many of the boys in our town enjoy being members of the Boy Scout troupe.
2. The western chipmunk is a beautiful and interesting little animal.
3. Olympic contests are held both summer and winter.
4. The Commonwealth Games were held in Edmonton, Alberta in the summer of 1978.

page 27 **Sentences which should be crossed out**

1. My sister Tilly is a member of Girl Guides.
2. Squirrels also store food for winter.
3. In Alberta, fishing is carried on during the summer months.
4. The sewing club met in the church basement every Tuesday.

Lesson 2 pages to be SENT FOR CORRECTION

Reading pages 1, 2, 10, 22, 23, 29, 30

Writing pages 21, 35

Spelling page 34

Word Skills pages 12, 13

Reading Think-and-Do, pages 4, 5

Language pages 19, 20, 28, 32, 33

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

A Son of India, pages 35-46

Your reading selection for today takes you to the country of India in Asia.

Locate India on your map. Write Hari Singh's name on the northern part.

What do you think of when you hear the word India? Write a sentence or two telling this in the space below.

Read the story, A Son of India.

As you read this story, study the photographs so that you will be able to understand this family's way of life.

What is the occupation of the majority of the people in India?

By reading the story did you get a different picture of India than you had before?

List some of the things that you learned from the story.

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 3.

SPELLING

Words With Double Vowels



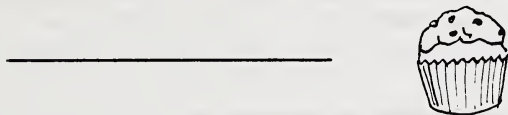
jail	fail	gain	float	hoe
beef	neat	sweep	grain	steep
leak	spear	bleed	deal	bait

Extra words: neither, either

1. Look at the words in your spelling list for this week. How many vowels do you see in each word? _____ How many vowels do you hear when you say each word? _____ Do you hear the first or second vowel? _____ Is the vowel sound long or short? _____
2. Write each word as your supervisor pronounces it. If you need help you may look at the list above.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Write the words from your list which have vowel sounds found in:



3. Look at the word *gain*. Make three new words by changing *g* to *tr*, *gr* and *pl*.

Say each of the words you have written.

4. Look at the word *bleed*. Make six new words by changing *bl* to *n*, *d*, *f*, *sp*, *fr*, and *gr*.

5. Write *neat*. Change *n* to *m*, *h*, *b*, *s*, *ch*, *wh* and *pl*.

Say the seven new words you have written.

6. Write the two words from your list that have *th* in them.

LANGUAGE

Parts of Speech - Nouns

In our first two lessons we reviewed four different kinds of sentences and their punctuation marks. We learned that sentences must have subjects and predicates to express complete thoughts.

This week we will learn the names and uses of some of the words used in writing interesting sentences. The words used in sentences belong to word families and are called *Parts of Speech*.

A *Noun* is a word which names a person, place or thing.

A *PROPER NOUN* is a noun that names a particular person, place or thing. A proper noun begins with a capital letter.

Examples: Edmonton Lake Eden Tom Alice

A *COMMON NOUN* is a noun that does not name a particular person, place or thing. A common noun does not begin with a capital letter unless it is in the title of a story or at the beginning of a sentence.

Examples: city lake boy girl father mother

1. On the blank in front of each noun, mark P if the noun is proper. Mark C if the noun is common.

_____ book	_____ ruler	_____ Calgary
_____ deer	_____ airplane	_____ cookies
_____ camel	_____ Benjamin	_____ Air Canada
_____ sugar	_____ his mother	_____ her father
_____ people	_____ Toronto	_____ Waterton Park
_____ Mother	_____ Chief Crowfoot	_____ Father

CHECK YOUR WORK WITH THE ANSWERS GIVEN AT THE END OF LESSON 3.

_____ Yellowhead Pass	_____ Ottawa
_____ Fort Saskatchewan	_____ Stony Plain Road
_____ lessons	_____ food
_____ Mrs. Jones	_____ St. Albert Trail
_____ work	

2. Read the paragraph below. Use a ruler to make two lines under each *proper noun* and one line under each *common noun*.

Fishing was Canada's first industry. When John Cabot returned to England he told a fish story that was hard to believe. He said there were so many fish in the water off the coast of Newfoundland that the fishermen could scoop them up in baskets. His story spread rapidly throughout England, France and Spain. Many fishermen soon came to the waters where fish were so plentiful. The fishing industry now gives work to thousands of Canadians.

Did you find 8 *proper nouns*? _____

Did you find 14 *common nouns*? _____

3. Not all nouns are the names of things that can be *seen*.

Thunder, noise and music are nouns that can be *heard*.

Smoothness, hunger and pain are nouns that can be *felt*.

Bitterness and sweetness can be *tasted*.

Fragrance can be *smelled*.

To help you decide if a word is a noun say: Can there be...?

Can there be sorrow? Yes. Then *sorrow* is a noun.

Can there be courage? Yes. Then *courage* is a noun.

Underline the nouns in these sentences.

1. Time passes quickly.
2. War causes suffering.
3. The guard showed the prisoners no mercy.
4. Justice is sometimes cruel.
5. Experience is a good teacher.
6. Betty has many responsibilities.
7. What advice can you give me?
8. The roar of the jets awakened the sleepers.
9. A good scout master should show sympathy, fairness and self control.
10. Sometimes we must choose between honesty and dishonesty.
11. The jury has reached a verdict.

4. Fill in the puzzle below by writing a common noun for each proper noun. The first one is done for you.

PROPER NOUNS

Pacific

o c e a n

Florence Nightingale

— o — — —

Peter Lougheed

m — —

February

m — — — —

Huckleberry Finn

— o — —

Australia

— n — — — — —

Canada

— — n — — —

Aborigines

— — o — — —

The House of Commons

— u — — — — —

Alberta

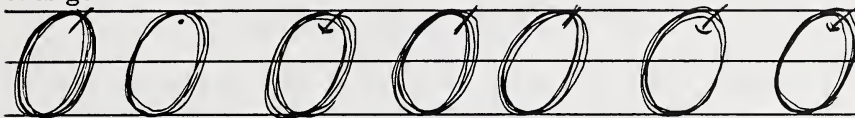
— — — — n — —

Sam and Mike

— — — s —

WRITING

Loosen up by making some left ovals. Add a few strokes to change them into fruit.



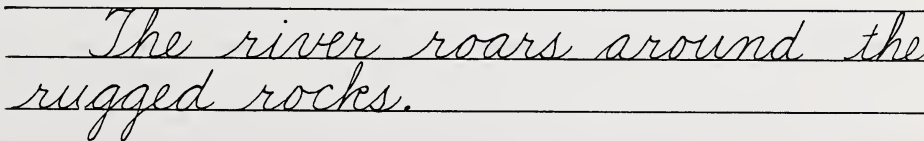
Today practice *r*. The point is above the middle of the space. Write two lines.



Write three lines of *r* in threes and these words.



Write this sentence.



SECOND DAY

READING

A Son of India, pages 35-46

Before you begin this reading exercise, quickly skim over the story, A Son of India, to review important points in it.

1. Do you think it takes courage to be a farmer like Hari Singh in North India?

Write three problems that the farmers of India have.

1.

2.

3.

2. How did Hari Singh show that he had more courage than his neighbors?

3. Why was his decision to plant a new kind of grain a difficult one to make?

SEND FOR CORRECTION

4. Why did Shaba and the children also need courage?

5. Do you think there may be better times ahead for farmers like Hari Singh? Why do you think this?

6. What future effects might the experiment have for India's farmers?

7. In what ways was the experiment successful from the point of view of:

the farmers? _____

the government agent? _____

the land owner? _____

WORD SKILLS

Using The Dictionary

Why do we use dictionaries? The first reason you will probably think of is that a dictionary is useful for finding the meaning of a word. This is correct. The dictionary also gives us the correct spelling of a word and shows us how to pronounce it.

This week we will learn how to make the dictionary work for us.

Arranging Words in Alphabetical Order

1. If you can arrange words in alphabetical order you can find them quickly in a dictionary. On the lines below, arrange the following words in alphabetical order.

pelican	zebra
antelope	chickadee
quail	heron
deer	snipe
flicker	lark
robin	woodpecker

- | | |
|--------------------|-----------|
| 1. <u>antelope</u> | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

CHECK YOUR WORK ON PAGES 10 and 11 WITH THE ANSWERS AT THE END OF LESSON 3.

2. In writing the list of words on page 10 in alphabetical order, you needed only to look at the first letter of each word.

Arrange the following words alphabetically by looking at the first and second letters.

always

address

apple

away

about

astray

around

avoid

across

attention

1. about

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

3. Sometimes it is necessary to look as far as the fourth or fifth letters to arrange words in alphabetical order. You will need to do this, to arrange the following list in alphabetical order.

monopoly

monogram

monotone

monoplane

monologue

1. monogram

2. _____

3. _____

4. _____

5. _____

4. Words are arranged in alphabetical order in the dictionary.

To find any words quickly in the dictionary it helps to think of the dictionary as having 4 parts.

*Part 1 - near the front cover. Here you will find all
A-E the words beginning with A, B, C, D and E.*

*Part 2 - near the middle. Here you will find all the
F-K words beginning with F, G, H, I, J and K.*

*Part 3 - also near the middle. Here you will find all
L-R the words beginning with L, M, N, O, P, Q and
R.*

*Part 4 - near the back. Here you will find all the
S-Z words beginning with S, T, U, V, W, X, Y and
Z.*

5. Look at the words in the list below. In which section of the dictionary will each be found? Write 1, 2, 3, or 4 beside each word.

rhubarb 3

parsnip _____

turnip _____

geranium _____

hollyhock _____

cucumber _____

beet _____

dill _____

marrow _____

pumpkin _____

avocado _____

flowers _____

nuts _____

quince _____

carrots _____

yam _____

kale _____

squash _____

vegetables _____

6. Arrange the following words in alphabetical order. Beside each write the section of the dictionary in which it will be found.

happen

Halifax

torrent

Alberta

alert

Saskatchewan

Saskatoon

Manitoba

torn

labor

harbor

Toronto

alderman

man

suspect

alley

manager

tornado

happy

sasquatch

- | | | | | | |
|-----|----------------|----------|-----|----------------|----------|
| 1. | <u>Alberta</u> | <u>1</u> | 11. | _____ | _____ |
| 2. | _____ | _____ | 12. | _____ | _____ |
| 3. | _____ | _____ | 13. | _____ | _____ |
| 4. | _____ | _____ | 14. | _____ | _____ |
| 5. | _____ | _____ | 15. | _____ | _____ |
| 6. | _____ | _____ | 16. | _____ | _____ |
| 7. | _____ | _____ | 17. | _____ | _____ |
| 8. | _____ | _____ | 18. | _____ | _____ |
| 9. | _____ | _____ | 19. | _____ | _____ |
| 10. | _____ | _____ | 20. | <u>torrent</u> | <u>4</u> |

LANGUAGE

Parts of Speech - Pronouns

Sometimes in baseball one player substitutes for another. He is called a pinch hitter. In the English language we have words that pinch-hit for nouns. We call these substitute words *PRONOUNS*.

A *PRONOUN* is a word that takes the place of a noun.

Examples: I, me, myself, you, yourself, he, him, himself, she, her, herself, it, itself, we, us, ourselves, they, them, themselves, who, whom, those, which, that, what

Ted and Dave were excited. Ted and Dave's mother had told Ted and Dave that Ted and Dave might go to the circus if Ted and Dave could earn the money. Mother had promised that Mother would help Ted and Dave in any way that Mother could.

The above paragraph sounds awkward because the nouns have been overworked. It is rewritten below using pronouns to replace some of the nouns.

Ted and Dave were excited. Their mother had told them that they might go to the circus if they could earn the money. She promised that she would help them in any way that she could.

Which of the two paragraphs is easier to read? _____
Notice that in the first sentence the nouns are not replaced by pronouns. Pronouns are useful only if there are nouns nearby to show the reader to whom or what the pronouns refer.

1. Replace each noun with a suitable pronoun. Be sure the pronoun matches the noun it is replacing. The first one is done for you.

Mr. Smith's dogs are gone. He doesn't know where they are.
Mr. Smith

"Have Jane seen my dogs, Jane?" asked Mr. Smith.
Jane

"No, _____ haven't seen _____," she replied.
Jane dogs

Don saw one a little while ago, but _____ can't find
Don
_____ now.
dog

Beverly and Pam will help _____ hunt for _____
Don dogs
when _____ have finished supper.
Beverly and Pam

_____ hope to find the dogs before it is dark.
Beverly and Pam

2. Underline the pronouns in the following sentences.

She and I won the last race.

They left on time today.

Julie and I saw the game.

I gave it to him.

He gave it to her.

You may bring it to me.

Did you see what hit them?

We gave Tony a train; they gave him a truck.

I told them I would be there at one o'clock.

She didn't plan it for us.

3. Read the following sentences. For each sentence make up a sentence that tells something more about the subject. Use pronouns in the sentence you make up. The first two have been done for you.

The man was shouting angrily. He shook his fist at the boys.

The boys ran straight home. They were very frightened.

Mary and Helen enjoy sewing. _____

Lily's father owns a dairy farm. _____

The German shepherd is a good watch dog. _____

Winter is my favorite season. _____

The book about horses is very popular. _____

Pierre lives in Montreal, Quebec. _____

Does the new girl in your class live near you? _____

THIRD DAY

READING

A Son of India, pages 35-46

Perhaps you have seen a television program or movie about a different country. The speaker or narrator describes or explains what is being shown on the screen. This type of film is called a documentary.

In writing A Son of India, Jean Bothwell has used a documentary style of writing. Her story resembles a description of what a narrator (a story teller) would say, but instead of using a television screen she has given us a written picture of farm life in North India.

1. What is the main idea about India that Jean Bothwell wants to give us?

2. What do you think was the author's purpose in writing this selection?

3. How does this purpose differ from that of the authors of Henry Has an Idea and The Singing Cave?

4. What makes you think that the author is more concerned with presenting a picture of life in India than she is with entertaining her readers?

5. Why do you think she included Hari Singh and his family in her documentary?

6. How do the illustrations in this selection differ from the illustrations in the first two selections in your reader?

7. Do you think photographs rather than drawings are appropriate in A Son of India? _____ Why do you think this?

SPELLING

1. Write one word that rhymes with each word on your list. Your rhyming word must contain the same vowels as the word in the list.

_____	hoe	_____	bait
_____	deal	_____	float
_____	leak	_____	spear
_____	beef	_____	grain
_____	jail	_____	sweep
_____	fail	_____	bleed
_____	gain	_____	steep
_____	neat		

2. Do you know the meaning of each word in your spelling list? Write one interesting sentence in which you use all these words correctly - *float, bait, spear*.

3. Write a second sentence using these 3 words, *grain, deal, hoe*.

4. In the space below, write the spelling words that you find difficult to spell.

LANGUAGE

Parts of Speech - Verb

Every sentence contains a *verb*.

A *verb* expresses *ACTION*.

Example:

Tom runs.

runs is the verb. It tells what
Tom does.

or

A *verb* expresses A *STATE OF BEING*.

Example:

Jane is talking.

is talking is the verb.

Here are some signs which will help you find verbs in a sentence.

- Most words ending in *ed* are verbs.
- Most words ending in *ing* are parts of verbs.

Verbs That Express Action

Most verbs express action. They are easy to recognize. Here are some examples.

jump	fly	eat
hit	fight	throw

Can you think of other action verbs? Write two action verbs here.

1. Find the verb in each of these sentences. Picture in your mind the action it expresses. Write each verb in the space at the end of the sentence.

The ball bounced against the fence.

The mayor greeted the football players. _____

John slammed the ball toward second base. _____

The boy scouts raised the flag. _____

The policeman rapped on the door. _____

Henry jumped over the fast-flowing stream. _____

The mother hugged her baby. _____

Allison wrote her name on the report. _____

The old woman shut the cellar door. _____

Nicholas climbed the tall spruce tree. _____

The wind smashed the glass in the door. _____

The thief touched the jewel box lightly. _____

Mother hung the family portrait in the hall. _____

Alex munched a large slice of watermelon. _____

The frisby whizzed past Miss Prim's ear. _____

Aunt Helen drew an antelope for us. _____

The fisherman gingerly baited his hook. _____

The girls modeled their dresses at the tea. _____

Cook dinner for six, please.

Look at the verbs you wrote in the spaces. With which two letters do most of the verbs end?

2. Write an exclamatory sentence using the verb howled.

All the *verbs* in exercise 1 are *verbs of action* that we can see or hear.

Other verbs express action that takes place in the mind. You cannot see or hear the action that takes place.

Look at the underlined verbs in the following sentences.

She expected you on Thursday.

The dog remembered its master.

Can you think of other verbs that express action we cannot see or hear?

1. Find the verbs in the following sentences. Write them in the spaces below.

1. Tim's friends wished him well.
2. All day James thought about his problem.
3. Bill imagined strange things.
4. The headlines caught my attention.
5. Jean's name appeared on the sports page.

1. _____ 2. _____

3. _____ 4. _____

5. _____

2. Write a declarative sentence having only two words, using the verb dream.

Which word is the subject? _____

Which word is the predicate? _____

3. In the sentences below, some of the *verbs* show *action* you can *see* and *hear*. Some of the *verbs* show *action* that takes place in the *mind*.

Underline the verb in each sentence. If you can *see* or *hear* the action of the verb, write yes in the space. If you cannot *see* or *hear* the action, write no in the space.

The bus stopped suddenly. _____

Mother cried during the movie. _____

Father guessed the answer. _____

The detective suspected a trick. _____

The children expect treats on Hallowe'en. _____

The cat scratches the furniture. _____

The soldier understood the order. _____

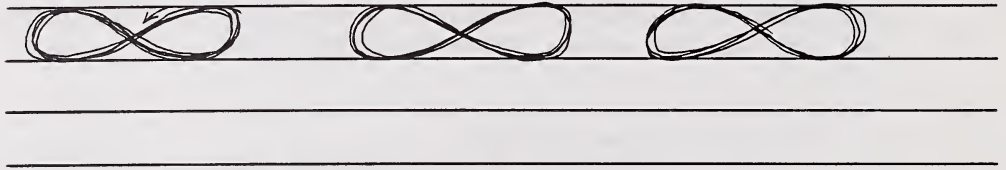
The train rattled along the tracks. _____

The baby screamed for its bottle. _____

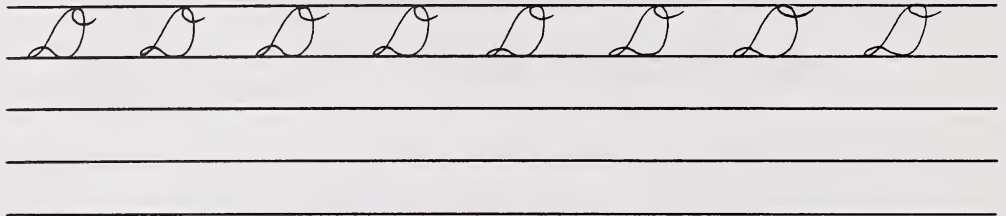
The coyotes howled in the ravine. _____

WRITING

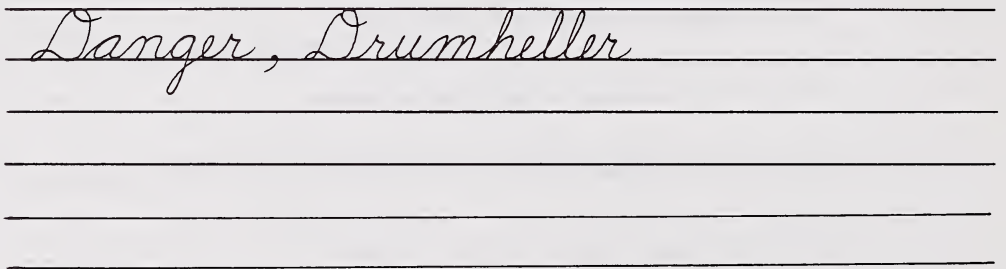
Loosen your arm by making loops like these.



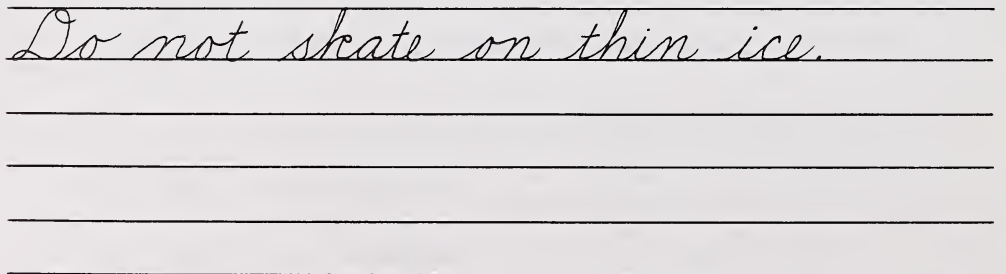
Now practice writing capital letter *D*. Write 2 lines.



Letter *D* is not joined to the rest of the word. Write these words five or six times.



Write this sentence twice.



FOURTH DAY

READING

A Son of India, pages 35-46

The author of A Son of India described a typical day in the life of Hari Singh and his family. Many of the events she described are typical of most families who live in farm villages in North India. She has described several customs that are followed by farm families in India. You will find several of their customs mentioned in the following questions.

1. Write the sentence from page 37 which tells how a man in India divides his land.

2. Write the sentence from page 35 which tells why the farmers settled near each other.

3. Which paragraph on page 36 tells about Hindu marriage customs?

4. What time of day is the hour of cow dust and why is it called this?

5. Why must Shoba make fresh bread for every meal?

SEND FOR CORRECTION

6. Which paragraph on page 39 tells how the bread is baked?

7. Why do the farmers sing on their journey from the field?

8. Which of the four photos best illustrates that farming is very hard work?

9. What did the landowner call the tenants who did not plant the new wheat? _____ Look in your Glossary to find the word. Write its meaning in the space below.

10. Write a paragraph of several sentences telling how you think Pusa 14 may change the lives of the farmers in North India.

A Page from a Dictionary

balance

37

bamboo

bal-ance (băl'āns), *n.* 1, an apparatus for weighing, consisting in its simplest form of a beam pivoted at its middle, with hooks, platforms, or pans suspended from the ends; 2, the condition of a scale when the beam is about horizontal; hence, equality of any opposing forces; equilibrium or steadiness; 3, general good sense; sanity; 4, an equality between the two sides of an account; also, the excess shown on either side; 5, in a watch, the wheel which regulates the rate of running:—*v.t.* [balanced, balanc-ing], 1, to weigh on a balance; 2, to weigh in the mind; hence, to compare or estimate; as, we *balanced* the good against the bad; 3, to find out the difference between the debits and credits of (an account); 4, to steady:—*v.i.* 1, to be of the same weight, force, or amount as something else; as, the advantages of the two plans *balance*; 2, to keep one's balance.



BALANCE, def. 1

bal-co-ny (băl'kō-nī), *n.* [*pl.* balconies], a platform or gallery built to jut out from a wall, and enclosed by a balustrade or railing. It may be either on the outside or the inside of a building.



BALCONY

bald (bôld), *adj.* 1, bare of hair; 2, without the natural or usual covering of hair, feathers, fur, or foliage, upon the head, top, or summit; 3, of birds, having a white head; as, a *bald* eagle; 4, unadorned; bare; without disguise; as, a *bald* statement.—*adv.* *baldly*.—*n.* *baldness*.

bale (bāl), *n.* a large and closely pressed package of merchandise prepared for storage or transportation:—*v.t.* [baled, bal-ing], to make into bales; as, to *bale* cotton or hay.

bale-ful (bāl'fôol), *adj.* full of deadly intent; destructive.—*adj.* *baleful-ly*.

balk (bôk), *v.i.* to stop short and refuse to go, as a stubborn horse:—*v.t.* to hinder or check; prevent (a person) from doing something:—*n.* a barrier or hindrance. Also spelled *baulk*.—*adj.* *balky*; *baulk'y*.

ball (bôl), *n.* 1, a round or roundish body or mass; a sphere; especially, such a body, solid or inflated, used in playing a game; 2, a bullet or other missile shot from firearms; 3, a game played with a ball; 4, in base-ball, a pitched ball, not struck at, which does not pass over the plate between

the levels of the batsman's shoulders and knees:—*v.t.* and *v.i.* to form into a ball.

ball (bôl), *n.* a large, formal, social gathering for dancing.

bal-lad (băl'ăd), *n.* 1, a short narrative poem, suitable for reciting or singing; 2, a simple song, often sentimental.

bal-last (băl'ăst), *n.* 1, heavy material carried to give steadiness or balance, as in a boat or a balloon; 2, stones in the spaces between the ties of a railway track; 3, that which gives strength to the character:—*v.t.* to steady with a weight; as, to *ballast* the bow of a canoe with a rock.

ball-bearing (bôl'-bâr'ing), *n.* a bearing in which a shaft turns smoothly upon balls of metal which turn with it.—*adj.* *ball-bearing*.

bal-let (băl'ă; bāl-lă'), *n.* 1, an elaborate and artistic dance; 2, the company of persons who perform the dance.

bal-loon (băl-lôon'), *n.* a large air-tight bag of prepared silk or other material, which when filled with a gas that is lighter than air, such as hydrogen or helium, rises and floats in the air:—*v.i.* 1, to go up in a balloon; 2, to expand or swell out.—*n.* *bal-loon'ist*.



BALLOON

bal-lot (băl'ût), *n.* 1, a ball, ticket, or paper used in voting; 2, the system of secret voting by use of a printed form; 3, the act of voting; as, the second *ballot*; also, the total number of votes cast:—*v.i.* to vote by ballot.

balm (bām), *n.* 1, an oily, gummy substance coming from certain trees or shrubs, used for healing or soothing; balsam; 2, anything that heals or soothes; as, praise was *balm* to his wounded vanity.

balm-y (bām'y), *adj.* [balm-i-er, balm-i-est], soft; mild; soothing; also, spicy; fragrant.—*n.* *balm'y-ness*.

bal-sam (bôl'sām), *n.* 1, an oily, fragrant substance obtained from certain trees or shrubs, and used for medicine or in perfumery; balm; 2, a kind of evergreen tree or shrub, yielding an oily, resinous substance; 3, a flowering plant, with flowers like those of the Lady's slipper.

bal-uster (băl'ûs-tēr), *n.* one of a set of small pillars that support the hand-rail of a parapet or balustrade.

bal-us-trade (băl'ûs-trăd'), *n.* a row of small pillars, or balusters, topped by a protective rail, as along the edge of a bridge, balcony, or staircase.



BALUSTRADE

bam-boo (bām-bôo'), *n.*

go; join; yet; sing; chin; show; thin, then; hw, why; zh, azure; ü, Ger. für or Fr. lune; ö, Ger. schön or Fr. feu; ñ, Fr. enfant, nom; kh, Ger. ach or ich. See pages ix-x.

WORD SKILLS

Using The Dictionary

1. Using Guide Words and Entry Words

Look at the sample dictionary page. Notice the words *balance* and *bamboo* at the top of the page. These are called *guide words*.

The words in heavy black type in the columns are called *entry words*. They are listed alphabetically between the *guide words*.

Balance is the same as the first entry word on the page.

Bamboo is the same as the last entry word on the page.

In the space below each pair of *guide words* write four entry words (other than the guide words) that will be found on the same dictionary page.

class

cleanse

downstream

drain

lead

learn

owner

pack

CHECK YOUR WORK WITH THE ANSWERS GIVEN AT THE END OF LESSON 3.

2. Dividing Words Into Syllables

A dictionary helps us divide a word into syllables. This makes it easier for us to pronounce and spell the word. On our sample dictionary page there is a dot between the syllables on each word which has two syllables or more. Some dictionaries leave a small space between the syllables of entry words. If an entry word has only one syllable there is no space or dot between the letters.

A syllable is a part of a word that may be pronounced by itself. It may be a vowel sound alone or a vowel sound with one or more consonants pronounced with it.

1. How many one-syllable entry words can you find on the sample page? _____ Write them in the space below.

2. How many three-syllable entry words are on the sample page? _____ Write them in the space below.

3. The words *bale* and *ball* do not have spaces between the letters. Can you tell why?

4. Look at the words *ballad* and *balloon* . Each of these words has _____ syllables. Where are the words divided?

When there are two consonants side by side in a word, we usually divide the word between the two consonants.

bal/loon

con/fer

5. Divide each word by rewriting it and putting a hyphen between syllables.

discontent

rustic

riddle

discover

solar

sputter

stampede

tenderness

snowfall

signature

LANGUAGE

Verbs With Helping Words

Sometimes a verb needs a helping word.

Example: Father was enjoying the paper.

main verb - enjoying

helping word - was

The most common helping words are: *have, had, has, did, are, was, were, shall be, will be, had been, should, could, can* and *would*.

A *VERB PHRASE* is made up of a main verb and a helping word.

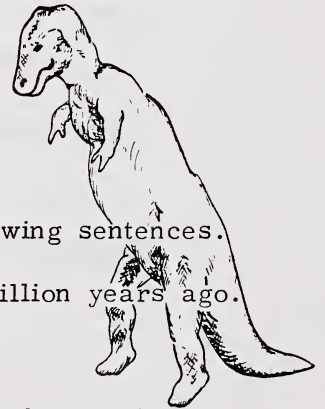
had eaten

In the sentences below, the verb phrases are in italics.

1. Billy *was enjoying* the football game.
2. Calgary *had fumbled* the ball.
3. Edmonton *was leading* 10 - 6.
4. Calgary *had played* well.

1. Underline the verb phrase in each of the following sentences.

1. Strange animals were living on earth a million years ago.
2. We can see pictures of them in books.
3. Scientists have learned a great deal about these animals.
4. Many kinds of dinosaurs have lived on earth.
5. Some of these dinosaurs had been very small.
6. Tracks of huge dinosaurs have been found in the Red Deer River valley.

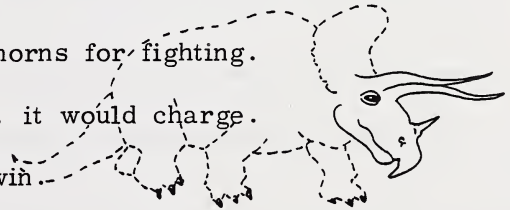


CHECK YOUR ANSWERS FOR QUESTIONS 1 and 2 WITH THE ANSWERS AT THE END OF LESSON 3.

7. Dinosaur bones have been discovered in many parts of the world.
8. Scientists have made skeletons from the bones.

2. Draw one line under each helping verb.

1. Perhaps you have heard of triceratops, the huge and fearsome dinosaur.
2. The bones of triceratops have been found in North America.
3. Sometimes these animals are called three-horned dinosaurs.
4. They could use their long horns for fighting.
5. If a flesh eater came at it, it would charge.
6. Triceratops would always win.



3. Write three declarative sentences about prehistoric animals.
Draw one line under the complete subject.
Draw two lines under the complete predicate.
Circle the verb or verb phrase.

Two examples are done for you.

1. Some dinosaurs could sit up on their hind legs.
2. Dinosaurs lived millions of years ago.
3. _____
4. _____
5. _____

FIFTH DAY

READING

Read the story Beyond the Arctic Circle, pages 7 and 8 in your Think-and-Do Book. As you read it think of the ways in which the life of Pito and his family differs from the life of Hari Singh and his family.

1. Complete the exercises on pages 8 and 9 of your Think-and-Do Book. Send page 8 for correction.
2. If you had to choose between living and herding reindeer in Lapland or farming in North India which would your choice be?

Tell why you would choose this life. Write several complete sentences.

[illegible]

SPELLING

As your supervisor says each word, write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

1. Today we will review what we have learned this week about *nouns*, *pronouns* and *verbs*.

1. Write in your own words the definition of a noun.

2. There are two kinds of nouns. Most nouns are

_____ nouns. Others are _____
nouns.

3. Define a proper noun and write two examples.

4. When does a common noun begin with a capital letter?

5. When does a proper noun begin with a capital letter?

6. Write a sentence in which you use one proper noun in the complete subject and one common noun in the complete predicate.

2. Gordon Lightfoot sings folksongs.

In the above sentence what is the complete subject?

What is the complete predicate?

If there is a proper noun in the sentence write it here.

If there is a common noun in the sentence write it here.

Is there a pronoun in the sentence? _____

3. In your own words write the definition of a pronoun.

In the following sentences underline the pronouns. In the space at the end of the sentence write the noun whose place the pronoun is taking.

The boys flew their kites in the park. _____

Don took his younger brother hiking with him. _____

Tom's dog wagged his tail excitedly. _____

Jim is taller than his brother. _____

4. Write in you own words the definition of a verb.

5. Underline the *verb* or *verb phrase* in each of the following sentences.

Michael was beating the drum.

Ann and Betty rushed to the door.

The children are playing hockey.

Mr. Brown is planting his garden.

The papers may have fallen into the garbage.

Hang your clothes in the closet.

Billy should dive from the low board.

Tom knows Mrs. Johnson.

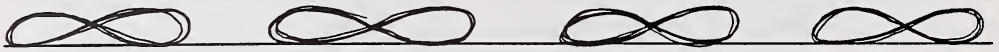
The windows have been broken.

Alice will sweep the floor.

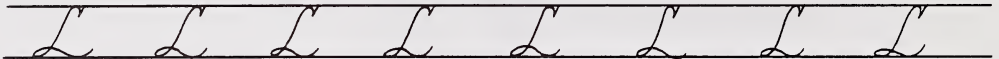
Rain had been falling all night.

WRITING

Write a row of small crossed loops like these. Then write a row of capital letter *L* with crossed loops on the line.



Now write 2 lines of letter *L*. Be sure to begin with a tick and have the last curve go on the line.



Write these words.

Lake Louise, Lacombe

Write this sentence.

Lethbridge is in Southern Alberta.

SELF-CORRECTING EXERCISES FOR LESSON 3

FIRST DAY

page 1

READING

Some of the things you might think of when you hear the word India:

1. people wearing turbans
2. women wearing saris
3. hot, dry weather
4. snake charmers
5. Taj Mahal
6. land of the monsoon rains
7. people use rickshaws, which are pulled by men pedalling bicycles
8. people selling food in open markets on the streets

Most of the people in India are farmers.

Most of the people would probably get a different picture of India after reading the story.

Some of the things you might learn from the story:

1. Farmers live in villages, but go out each day to farm their land.
2. Indian people believe that there are evil spirits lurking in the woods.
3. The farms in India are very small. Some farms have only 3 acres.

page 2

SPELLING

Lesson 3

1. 2 vowels, one sound, first vowel, long
2. Check your written spelling words with the words in the box, page 2.

page 3

2. float, hoe
jail, fail, grain, bait, gain
neat, beef, sweep, leak, deal, steep, bleed, spear
3. gain - train, grain, plain
4. bleed - need, deed, feed, speed, freed, greed

5. neat - meat, heat, beat
seat, cheat, wheat, pleat
6. neither, either

page 4

LANGUAGE

Lesson 3

1. On the blank in front of each noun, mark P if the noun is proper. Mark C if the noun is common.

<u> C </u> book	<u> C </u> ruler	<u> P </u> Calgary
<u> C </u> deer	<u> C </u> airplane	<u> C </u> cookies
<u> C </u> camel	<u> P </u> Benjamin	<u> P </u> Air Canada
<u> C </u> sugar	<u> C </u> his mother	<u> C </u> her father
<u> C </u> people	<u> P </u> Toronto	<u> P </u> Waterton Park
<u> P </u> Mother	<u> P </u> Chief Crowfoot	<u> P </u> Father

pages 10, 11

WORD SKILLS

Lesson 3

Alphabetical Order

- | | |
|----------------|----------------|
| 1. 1. antelope | 7. pelican |
| 2. chickadee | 8. quail |
| 3. deer | 9. robin |
| 4. flicker | 10. snipe |
| 5. heron | 11. woodpecker |
| 6. lark | 12. zebra |
-
- | | |
|----------|-----------|
| 2. about | around |
| across | astray |
| address | attention |
| always | avoid |
| apple | away |
-
3. monogram
monologue
monoplane
monopoly
monotone

pages 14, 15

LANGUAGE

1. you
I, them
he, it
him, them, they
They

2. Pronouns which should be underlined

She, ITheyII, it, himHe, it, herYou, it, meyou, what, themWe, they, himI, them, IShe, it, us

page 20

PARTS OF SPEECH - VERB

Lesson 3

Other action verbs - yelled
- wrote
- ran

- | | |
|------------|---------|
| 1. bounced | smashed |
| greeted | touched |
| slammed | hung |
| raised | munched |
| rapped | whizzed |
| jumped | drew |
| hugged | baited |
| wrote | modeled |
| shut | Cook |
| climbed | |

Most of the verbs end with ed.

2. Oh, how the wind howled!

page 28

WORD SKILLS

Lesson 3

Using Guide Words and Entry Words *

class	cleanse
classic	claw
clatter	clawing
downstream	drain
downward	drag
drab	dragging

lead	learn
leaf	lean
leak	leap

owner	pack
ozone	oxen
ownership	oxygen

*You may have other words. It depends on the dictionary you use.

page 29

DIVIDING WORDS INTO SYLLABLES

Lesson 3

1. Sample Dictionary (Page 27)
5 one-syllable entry words
bald, bale, balk, ball, balm
2. 4 three-syllable words
balcony, ballbearing, baluster, balustrade
3. bale, ball, one-syllable words
4. bal/lad, bal/loon - Each word has 2 syllables.

bal/lad, bal/loon - These words are divided between the double consonants.

pages 31, 32

LANGUAGE

Lesson 3

1. Verb phrases which should be underlined
 1. were living
 2. can see
 3. have learned
 4. have lived
 5. had been
 6. have been found

Lesson 3 pages to be SENT IN FOR CORRECTION

Language	pages 5, 6, 8, 9, 16, 22, 23, 32, 35, 36, 37
Writing	pages 24, 38
Word Skills	pages 12, 13, 30
Reading	pages 17, 18, 25, 26, 33, page 8 Think and Do
Spelling	pages 19, 34

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

A Thread of Understanding, pages 47-58

Today's story takes you to another faraway land. This story is not a documentary as your story about India was. It is a quiet story about person-to-person relations between two people from different countries.

Read page 47 of A Thread of Understanding to find the following information.

1. What is the setting of the story? _____
2. What is the name of the main character? _____
3. Write the main character's name in the correct location on your large map.
4. What do you think might be one of the most difficult problems Celia faces as a visitor to Japan?

5. What does the title of the story suggest to you about Celia's problem with communication?

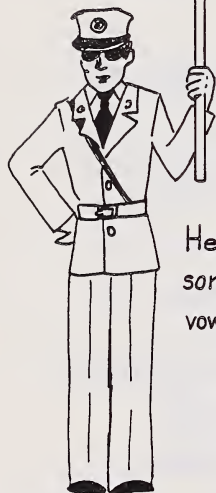
Read the entire story to see how Celia will react to the problem of being unable to speak Japanese. As you read, think of the theme of the story and the message that the author wishes to convey.

SPELLING

Long and Short Vowel Sounds

Set 1

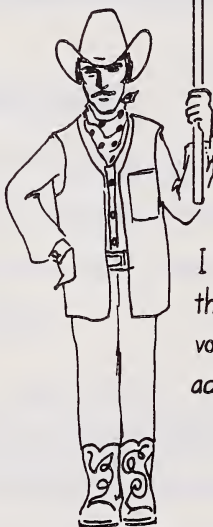
pan
van
man



Here are
some short
vowel words.

Set 2

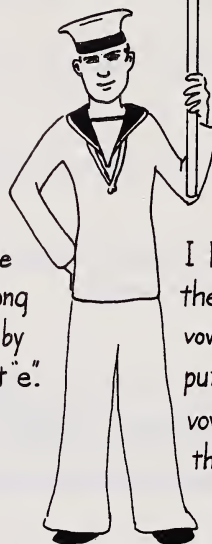
pane
vane
mane



I have made
them into long
vowel words by
adding silent "e".

Set 3

pain
vain
main



I have made
them into long
vowel words by
putting another
vowel next to
the first.

Here are your spelling words for this week.

hem

keen

strike

dive

tame

grapes

pump

hire

dust

screen

stone


vote

speed

fear

mend

Extra words: disease divide

-  Do this now
1. In the first set of words at the top of page 2 the vowel sounds are short. In the second set the vowel sounds are long. Why are they long?
-

2. Why are the vowel sounds long in the third set of words?
-

3. In the third set of words, is the first or second vowel silent?
-

4. Here is a rule that explains how to spell the kind of word found in each set of words.

Set 1

If a single syllable word has two consonant sounds with a short vowel sound between them, the word usually ends with a consonant.

An example from your spelling list is _____.

Set 2

If a single syllable word has two consonant sounds with a long vowel sound between them, the word usually ends with silent e.

An example from your spelling list is _____.

Set 3

If a single syllable word has two consonant sounds and two vowels side by side between the consonants, the vowel we hear when we say the word, is usually the vowel that is written first.

An example from your spelling list is _____.

5. As your supervisor pronounces each word look at it carefully. Listen to each sound. Write the words in the spaces below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Does the first spelling word in your list follow the spelling rule for set 1, set 2 or set 3? Look at each word in exercise 5 and decide which rule applies. If the rule for set 1 applies, write 1 after the word. If the rule for set 2 applies, write 2 after the word. If the rule for set 3 applies, write 3 after the word. (The rules do not apply to your extra words.)

7. Write the word from your list which has the opposite meaning of *multiply*. _____

Words with opposite meanings are called ANTONYMS.

8. Write the word from your list which has a similar meaning to *sickness*. _____

Words with similar meanings are called SYNONYMS.

LANGUAGE

Using Verbs To Show Time

You have learned that verbs show action. They can make your writing more colorful and exciting. Verbs can also *show time*.

Today you are going to learn to recognize and use the three forms of verbs.

The first form is called the *PRESENT TIME*. It tells us that something is happening now.

Example: We *play* ball today.

The second form is called *PAST TIME*. It shows that something happened in the past.

In *regular verbs* the *past form* is made by adding *ed* to the *PRESENT FORM*.

Example: We *played* ball yesterday.

The third form is also called *PAST TIME* but it needs a helping word such as *has*, *have* or *had*.

Example: We *have played* four games.

Here are the three forms of some regular verbs.

<i>PRESENT TIME</i>	<i>PAST TIME WITHOUT HELPER</i>	<i>PAST TIME WITH HELPER</i>
cook	cooked	have cooked
crash	crashed	have crashed
smile	smiled	have smiled
hike	hiked	have hiked
bake	baked	have baked
work	worked	have worked

How do we know that the verbs in the list above are regular?

Write three sentences using the three forms of each of the verbs listed on page 5. Here is an example.

1. We cook hot dogs and hamburgers.

Last week we cooked steaks.

We have cooked many delicious meals.

2. _____

3. _____

4. _____

5. _____

6. _____

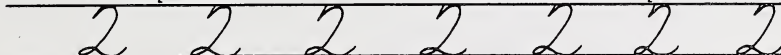
WRITING

Are you relaxing your arm? Try not to tighten your muscles when you pick up your pen.

Loosen your arm with a line of right ovals one space high.



Now practice capital letter 2. It begins with a tick and finishes like letter L. Do not write capital 2 like this Q. This is a printed Q. Write two lines of capital 2 like this.



Write two lines of these words.

Queen, Quality, Quarts

Write this sentence.

Queen Elizabeth lives in London,
England.

SECOND DAY

READING

A Thread of Understanding, pages 47-58

Before you begin this reading exercise skim quickly through A Thread of Understanding to help you recall the events of the story.

1. What was the thread that helped Celia and Mr. Sato understand one another?

2. What personal traits and actions did Celia show which helped her to gain Mr. Sato's friendship?

3. What is the wall that is referred to at the top of page 51?

4. Why did Mr. Sato paint flowers or other natural things?
(Page 58)

5. How does paragraph 5 on page 58 help you to understand the author's theme?

6. Underline the words in the list which might be used to describe the paintings of Gentaro Sato.

simple graceful harsh natural lifelike

7. In the first four paragraphs of the story, pages 47 and 48, the author creates feelings of calmness and peacefulness for the reader. List as many words as you can find in these four paragraphs which help to create this mood.

8. Use your glossary to define the following words.

tatami

fusuma

rapt

tokonoma

benevolent

A Page from a Dictionary

balance

37

bamboo

bal-ance (băl'āns), *n.* 1, an apparatus for weighing, consisting in its simplest form of a beam pivoted at its middle, with hooks, platforms, or pans suspended from the ends; 2, the condition of a scale when the beam is about horizontal; hence, equality of any opposing forces; equilibrium or steadiness; 3, general good sense; sanity; 4, an equality between the two sides of an account; also, the excess shown on either side; 5, in a watch, the wheel which regulates the rate of running:—*v.t.* [balanced, balanc-ing], 1, to weigh on a balance; 2, to weigh in the mind; hence, to compare or estimate; as, we *balanced* the good against the bad; 3, to find out the difference between the debits and credits of (an account); 4, to steady:—*v.i.* 1, to be of the same weight, force, or amount as something else; as, the advantages of the two plans *balance*; 2, to keep one's balance.



BALANCE, def. 1

bal-co-ny (băl'kô-nī), *n.* [*pl.* balconies], a platform or gallery built to jut out from a wall, and enclosed by a balustrade or railing. It may be either on the outside or the inside of a building.



BALCONY

bald (bôld), *adj.* 1, bare of hair; 2, without the natural or usual covering of hair, feathers, fur, or foliage, upon the head, top, or summit; 3, of birds, having a white head; as, a *bald* eagle; 4, unadorned; bare; without disguise; as, a *bald* statement. —*adv.* *bald/ly*. —*n.* *bald/ness*.

bale (bāl), *n.* a large and closely pressed package of merchandise prepared for storage or transportation:—*v.t.* [baled, bal-ing], to make into bales; as, to *bale* cotton or hay.

bale-ful (bāl'fôol), *adj.* full of deadly intent; destructive. —*adv.* *bale/ful-ly*.

balk (bôk), *v.i.* to stop short and refuse to go, as a stubborn horse:—*v.t.* to hinder or check; prevent (a person) from doing something:—*n.* a barrier or hindrance. Also spelled *baulk*. —*adj.* *balk/y*; *baulk/y*.

ball (bôl), *n.* 1, a round or roundish body or mass; a sphere; especially, such a body, solid or inflated, used in playing a game; 2, a bullet or other missile shot from firearms; 3, a game played with a ball; 4, in base-ball, a pitched ball, not struck at, which does not pass over the plate between

the levels of the batsman's shoulders and knees:—*v.t.* and *v.i.* to form into a ball.

ball (bôl), *n.* a large, formal, social gathering for dancing.

bal-lad (băl'ăd), *n.* 1, a short narrative poem, suitable for reciting or singing; 2, a simple song, often sentimental.

bal-last (băl'ăst), *n.* 1, heavy material carried to give steadiness or balance, as in a boat or a balloon; 2, stones in the spaces between the ties of a railway track; 3, that which gives strength to the character:—*v.t.* to steady with a weight; as, to *ballast* the bow of a canoe with a rock.

ball-bear-ing (bôl'·bâr'ing), *n.* a bearing in which a shaft turns smoothly upon balls of metal which turn with it. —*adj.* *ball/-bear'ing*.

bal-let (băl'ă; bāl-lă'), *n.* 1, an elaborate and artistic dance; 2, the company of persons who perform the dance.

bal-loon (bāl-lōon'), *n.* a large air-tight bag of prepared silk or other material, which when filled with a gas that is lighter than air, such as hydrogen or helium, rises and floats in the air:—*v.i.* 1, to go up in a balloon; 2, to expand or swell out. —*n.* *bal-loon'ist*.



BALLOON

bal-lot (băl'ût), *n.* 1, a ball, ticket, or paper used in voting; 2, the system of secret voting by use of a printed form; 3, the act of voting; as, the second *ballot*; also, the total number of votes cast:—*v.i.* to vote by ballot.

balm (bām), *n.* 1, an oily, gummy substance coming from certain trees or shrubs, used for healing or soothing; balsam; 2, anything that heals or soothes; as, praise was *balm* to his wounded vanity.

balm-y (bām'y), *adj.* [balm-i-er, balm-i-est], soft; mild; soothing; also, spicy; fragrant. —*n.* *balm/i-ness*.

bal-sam (bôl'sām), *n.* 1, an oily, fragrant substance obtained from certain trees or shrubs, and used for medicine or in perfumery; balm; 2, a kind of evergreen tree or shrub, yielding an oily, resinous substance; 3, a flowering plant, with flowers like those of the Lady's slipper.

bal-us-ter (băl'ūs-tēr), *n.* one of a set of small pillars that support the hand-rail of a parapet or balustrade.

bal-us-trade (băl'ūs-trād'), *n.* a row of small pillars, or balusters, topped by a protective rail, as along the edge of a bridge, balcony, or staircase.



BALUSTRADE

bam-boo (bām-bōō'), *n.*

go; join; yet; sing; chin; show; thin, then; hw, why; zn, azure; ũ, Ger. für or Fr. lune; ô, Ger. schön or Fr. feu; ñ, Fr. enfant, nom; kh, Ger. ach or ich. See pages ix-x.

WORD SKILLS

Pronouncing Words Correctly

In Lesson 3 you learned how to use *guide words* to help locate a word in the dictionary. You also learned that *entry words* in a dictionary are divided into *syllables*. There is a dot or space between the *syllables* in most dictionaries. This should help you to spell and pronounce the word correctly.

There is another part of the dictionary which is a greater help in pronouncing words. After each *entry word* in the dictionary you will see the word respelled in *parenthesis* () like this.

bal-ance (băl'əns)

The pronunciation is shown in the respelling by letters with special marks. These marks are *diacritical* marks and each one represents a particular sound. Silent letters are not shown in the respelling.

Inside the front cover of a dictionary or at the bottom of every other page you will find a key that shows the sound of each *diacritical* mark used in the dictionary.

Study the sample pronunciation key given on the next page. You will use this pronunciation key to help you complete this lesson.

Always check the key in the dictionary you are using because not all dictionary keys are the same.

In some dictionaries:

a as in *hat* or *cap* will be marked *ă*

e as in *get* or *best* will be marked *ĕ*

i as in *it* or *pin* will be marked *ĭ*

o as in *hop* or *sock* will be marked *ŏ*

u as in *cup* or *butter* will be marked *ŭ*

Pronunciation Key

a	hat	cap	o	hop	sock
ā	age		ō	open	go
ã	care	air	ô	door	order
ä	barn	car	oi	oil	voice
b	bat	sob	ou	house	loud
ch	chart	such	p	paper	cup
d	dad	red	r	run	try
e	get	best	s	say	yes
ē	deep	eat	sh	she	rash
	y in	pretty	t	tail	it
ér	term	learn	th	thin	both
	dirt	burn	th	this	smooth
f	fat	if	u	cup	butter
g	go	bag	ù	full	put
h	he	how	ü	rule	move
i	it	pin	ū	use	music
ī	ice	fine	v	very	save
j	jam	enjoy	w	will	woman
k	kind	seek	y	young	yet
l	look	cool	z	zero	breeze
m	my	am	zh	measure	seizure
n	no	in			
ng	long	sing			

ə represents:

a in above, pillar
 e in over, taken
 i in pencil, tapir
 o in favor, lemon
 u in seizure, circus

Remember:

This mark (ʊ) is a breve which indicates the vowel has the short sound.

1. Use your Pronunciation Key on page 12 to help you complete this exercise. If you aren't sure, check with your dictionary.
 1. Which mark shows the long vowel sound in *stage*, *he*, *five*, *hope*, and *huge*? _____
 2. Does this key use a breve (ʊ) to mark short vowel sounds in the words *cat*, *get*, *pin*, *rock* and *fuzz*?

 3. Is any diacritical mark used to indicate short vowel sounds in the words in exercise 2 above? _____
 4. What mark indicates broad *u* in the words *tool* and *rule*?

 5. What mark is used to indicate the *er* sound in *burn*, *earn*, and *thirty*? _____
 6. What mark is used to indicate the *a* sound in *fair*, *mare*, and *pear*? _____
 7. What mark is used to indicate the *o* sound in *border*, *floor*, and *porch*? _____
 8. What mark is used to indicate the sound of *u* in *look*, *cook*, and *put*? _____

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 4.

2. Here are some words and their respellings, just as you would find them in a dictionary. Read each word and its respelling.

In the space at the right of each respelling, write a word from your Pronunciation Key which helped you to pronounce it.

patch (pach)	_____	wire (wīr)	_____
jug (jug)	_____	lip (lip)	_____
rate (rāt)	_____	peck (pek)	_____
leap (lēp)	_____	hurt (hért)	_____
roam (rōm)	_____	more (môr)	_____
cheek (chēk)	_____	park (pārk)	_____
chair (chār)	_____	stool (stül)	_____
took (túk)	_____	them (them)	_____

3. Show the pronunciations of the following words. Rewrite them as they would be respelled in a dictionary that uses the pronunciation key in this lesson.

pull	_____	cool	_____	cute	_____
stage	_____	stare	_____	lair	_____
let	_____	beast	_____	map	_____
thin	_____	dive	_____	fern	_____
soap	_____	rode	_____	shore	_____
tooth	_____	smooth	_____	bat	_____
amuse	_____	ball	_____	bear	_____

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 4.

LANGUAGE

Parts of Speech - Adjectives

An *ADJECTIVE* is a word that describes a noun.

ADJECTIVES tell what kind of: *sly, old, cheerful, green*

which one(s): *that, these, those*

how many: *ten, fifty, some, all, more*

The words *a, an* and *the* are adjectives that have a special name. They are called *articles*.

The cow jumped over the fence.

The *brown* cow jumped over the fence.

(Brown is the adjective.)

The cookies have all been eaten.

The *peanut butter* cookies have all been eaten.

(Peanut butter is the adjective.)

The boys walked up the trail.

Twenty boys walked up *that* trail.

(Twenty is an adjective.)

(That is an adjective.)

1. Make the following sentences more interesting by writing a suitable adjective in each blank.

(a) The _____ boys went swimming in Boggy Creek.

(b) _____ bulls can be very mean when they are angry.

(c) The _____ train took several minutes to pass the station.

(d) _____ tigers are larger than lions.

(e) The _____ cow jumped over the _____ moon.

- (f) _____ horse could pull _____ sleigh.
- (g) _____ buses cannot take _____ children.
- (h) The _____ farmer ordered the _____ hunters off his land.
- (i) _____ gifts may be taken to the bridal shower.
- (j) A _____ fence separated the _____ lawns.

2. In the following sentences draw a line under each adjective and circle the noun it describes or modifies. Here are two examples.

The brass (lock) on the old (trunk) was broken.

The battered race (car) stopped near those (trees).

- (a) The black panther leaped at the timid goat.
- (b) Fat people should not eat rich desserts.
- (c) Large oaks grow from little acorns.
- (d) Rainbow trout are caught in many streams.
- (e) Lippizon stallions perform in old Vienna.
- (f) Tom brought three pieces of strong rope.
- (g) Turkey eggs are larger than hen eggs.
- (h) An Imperial gallon is more than an American gallon.
- (i) The science display attracted many students.
- (j) The lonely old man sat in the empty park.

THIRD DAY

READING

A Thread of Understanding, page 47-58

To increase your knowledge and understanding of Japanese culture read page 10, Think-and-Do Book. Then answer the following questions. Give your answers in complete sentences.

1. What is the name given the Japanese art of flower arranging?

2. What is a kubari?

3. Like which letter of the alphabet is a kubari shaped?

4. A budding branch forms the tallest part of the ikilana. What is the budding branch called?

5. What is the name given to the shrub or large leaf in the arrangement?

6. What does the flower represent?

7. What shape is formed by the tips of the flower, the budding branch and the shrub?

8. Complete the exercise on page 10 Think-and-Do Book and send it in for correction.

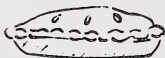
SEND FOR CORRECTION

SPELLING

1. Write words from your spelling list which have the vowel sound found in:









2. Write a word from your spelling list which is a synonym for:

sharp _____

hit _____

repair _____

dirt _____

3. Write *ed* endings for three words from your list which can be used as verbs.

4. Write *ing* endings for three other words from your list which can be used as verbs.

5. Ask your supervisor to test you on your spelling words. Study the words that you missed. Write them correctly in the space below.

LANGUAGE

Adjectives

Last day you had some practice recognizing and using adjectives. In a sentence tell me what adjectives do.

Did you say that adjectives modify or describe nouns? Adjectives tell *what kind*, *how many* or *which one*.

Example

which one

how many

what kind

This story tells about some of the early settlers.

Complete this exercise. Write each of the following adjectives under the correct heading.

gleaming	sixty	those
these	parched	cloudy
all	few	that

What Kind

How Many

Which One

Check your work before you go on to the next exercise.

What kind - gleaming, parched cloudy

How many - few, all, sixty

Which one - these, those, that

1. In the following sentences draw a line under each adjective. Then draw a circle around the noun or pronoun which the adjective modifies. Do not underline the articles *a*, *an* and *the*.

There are many unusual foods in Japan.

This small country has little land for farming.

Few pigs and cows are raised.

The people must find different food to eat.

The nearby ocean supplies much food.

Small fishing villages are found throughout Japan.

Japanese people often eat fresh or salted fish.

Huge birds are used for catching fish.

These odd birds are called cormorants.

The cormorant has a large pouch inside its mouth.

2. In each of the following blanks write an adjective that will make the sentence more interesting.

1. A _____ girl was riding a _____ horse through the field.
2. Michael made a _____ wagon using _____ crates.
3. Helen's _____ presents were a sweater, a _____ scarf, a box of _____ candy and a _____ record.
4. The _____ kitten scampered up the _____ drapes.

5. For _____ hours the _____ boys
crouched behind a _____ rock watching
_____ muskrats working with their
_____ teeth and their _____ paws.

WRITING

Write a row of left ovals. Then make a small oval in the center of each large one.



Now practice letter *q*. It begins like *a* and ends like *f*. Be sure to join on the line. Write two lines of *q*.



Now write these words three times.

quaint, queen, queer

Write this sentence.

*Quint Quiggly's antique shop has
quaint equipment.*

FOURTH DAY

READING

A Thread of Understanding, pages 47-58

You have discovered in your story that understanding and respect can develop between people who have many differences. Celia and Mr. Sato spoke different languages, were of different ages and had different customs, yet they were able to understand each other. Show that you have understood the theme of the story by answering the following questions.

1. Tell in your own words what Mr. Sato means (page 55) when he says that Celia is tuned to the people and the world around her.

2. Errors may result when people make judgements about other people of whom they have only a little knowledge. What did Mr. Sato learn from Celia (page 58, paragraph 1) that all of us should remember when we meet people from a different country?

3. Read the statements below. Write T in front of each statement if it is true. Write F in front of each statement if it is false. Write G in front of each statement if it is not possible to tell from the information given in the story.

1. _____ Some children in Japan speak both English and Japanese.
2. _____ All Japanese men wear kimonos.
3. _____ Men with bald heads are highly intelligent.
4. _____ There are pine trees in Japan.
5. _____ There are no mountains in Japan.
6. _____ All Japanese homes have sliding doors.
7. _____ All Americans are noisy and impolite.
8. _____ All Japanese are artists.
9. _____ It is possible for people who speak different languages to understand and appreciate each other.

4. Write a paragraph telling about someone you have met and how your opinion of this person changed as you came to know him better.

WORD SKILLS

Accent Marks

Do you remember the name given to the marks in the Pronunciation Key of a dictionary? _____

You are correct if you said they are diacritical marks.

Today we will study a different kind of mark which also helps us in pronouncing words.

Find the word *balcony* in your dictionary or on page 10 of this lesson.

How many syllables does the word *balcony* have? _____

Say the word. Does the first syllable sound just a little louder than the other two syllables? _____ It should.

We say that the *accent* or *stress* is on the first syllable in the word *balcony*. Look at the respelling. Notice this mark (') after the first syllable. It is a *primary accent mark*.

1. Some words have two accent marks. Find the word *balustrade*. How many syllables does the word *balustrade* have? _____

2. Say the word. The first syllable and the last syllable are both stressed. Look at the respelling. After which syllable do you see the accent mark? _____

The lighter mark (') which you see after the first syllable means that the syllable is also stressed, but it is stressed less than the final syllable. This mark (') is a *secondary accent mark*.

A heavy or *primary accent mark* (') shows which syllable receives the greater stress.

A lighter or *secondary accent mark* (') shows which syllable receives lighter stress.

CHECK THE ANSWERS FOR 1 AND 2 ABOVE WITH THE ANSWERS GIVEN AT THE END OF THE LESSON.

1. Use the sample dictionary page 10 of this lesson, to complete this exercise.

1. Write an entry word which has no accent mark in its respelling.

2. How many syllables has the word you wrote in exercise 1?

3. Write a word that has one accent mark.

4. How many syllables has the word you wrote in exercise 3?

5. Write a word that has two accent marks.

6. How many syllables has the word you wrote in exercise 5?

7. Which syllable of the word you wrote in exercise 5 receives the primary accent?

2. Read each word below, then rewrite it as you would find it respelled in your dictionary. Be sure to include primary and secondary accent marks where they are needed.

lenient _____ galleys _____

element _____ pillaging _____

excavating _____ parish _____

turf _____ wrack _____

LANGUAGE

Adjectives

1. In the following sentences some of the nouns are written in *italics*. On the line at the right, write the adjective that describes the italicized noun in each sentence.

1. The children looked forward to an exciting hike.
2. Jim saw a round *nest* hanging from a tree. _____
3. It was a hornet's nest made of grey *paper*. _____
4. Inside the strange nest were interesting combs. _____
5. The curious *hikers* walked beside a small creek. _____
6. Bob noticed a silvery *streak* across a flat rock. _____
7. The shiny *trail* of mucus was made by a slug. _____
8. The mucus helps the slug to crawl across rough *surfaces*. _____

2. Underline each verb in the sentences in exercise 1.
3. Write five sentences about a camping trip. Draw a line under each adjective that you use.

1. _____
2. _____

3. _____

4. _____

5. _____

4. Which of the four kinds of sentences did you write in exercise 3?

declarative

interrogative

imperative

exclamatory

1. _____ 2. _____
3. _____ 4. _____
5. _____

FIFTH DAY

READING

1. Read Think-and-Do Book, page 11, Women's Costumes in Japan. In the space provided write the correct name of each piece of clothing. Do not send the page for correction.

2. The words in the list at the right are from pages 10 and 11, Think-and-Do Book or from A Thread of Understanding. Write the number of the word in front of its definition.

- | | | |
|-----------|--|-------------------------|
| (a) _____ | a branch used in a floral arrangement | 1. soe |
| (b) _____ | a shrub or leaf | 2. fusama |
| (c) _____ | a flower | 3. tai |
| (d) _____ | a robe worn by Japanese women | 4. tatami |
| (e) _____ | a wide strip of cloth worn over the komono | 5. kubari |
| (f) _____ | a buckle | 6. shin |
| (g) _____ | sandals which are worn outdoors | 7. geta |
| (h) _____ | sandals made of straw or reeds | 8. obi |
| (i) _____ | Japanese socks | 9. Kyoto |
| (j) _____ | a support for holding the stems of flowers | 10. O-hayo
gozaimusu |
| (k) _____ | a city in Japan | 11. tabi |
| (l) _____ | a sliding paper door | 12. zori |
| (m) _____ | the art of arranging flowers | 13. dome |
| (n) _____ | straw matting used as floor covering | 14. kimono |
| (o) _____ | "Good morning" | 15. ikebana |

CHECK YOUR ANSWERS WITH THE ONES GIVEN AT THE END OF THE LESSON.

SPELLING

As your supervisor says each word write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

1. Listed below are ten overworked adjectives. They are used too often. On the lines after each adjective write two adjectives that could be used in its place.

pretty	_____	_____
hot	_____	_____
old	_____	_____
nice	_____	_____
awful	_____	_____
cold	_____	_____
small	_____	_____
big	_____	_____
bad	_____	_____
good	_____	_____

2. In your third exercise today you will be writing a story in which you will be using many colorful adjectives. Practice by writing colorful adjectives to describe the nouns written below.

_____	bicycle
_____	witch
_____	automobile
_____	bird
_____	book
_____	sister
_____	brother
_____	house
_____	dog
_____	tree

3. Write a story of at least four sentences describing your best friend. Be sure to use colorful adjectives so that your teacher will be able to picture what your friend is like.

4. Underline the adjectives in your story. How many adjectives are there? _____

5. Circle the verbs in your story.

6. Does your story contain any pronouns? _____ Write them here. _____

7. Does your story contain the following kinds of sentences?

declarative _____ how many? _____

interrogative _____ how many? _____

imperative _____ how many? _____

exclamatory _____ how many? _____

9. Write the complete subject of the first sentence in your story.

10. Write the complete predicate of the last sentence in your story.

WRITING

Write a line of push and pull spaced an inch apart.

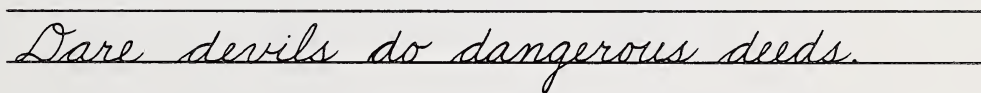


Then join with lines to make a barbed wire fence. Put little x's on the wire for the barbs.

Today practice small letter *d*. You may make it two thirds of a space or a full space tall. Write three lines.



Write this sentence four times.



SELF-CORRECTING EXERCISES FOR LESSON 4

page 1

READING

1. Kyoto, Japan
2. Celia
3. map
4. She would have difficulty understanding the Japanese language.
5. The title suggests that even though Celia did not speak the Japanese language she would have a slight understanding or a "thread of understanding" of what was said.

page 3

SPELLING

Lesson 4

1. One syllable words that end with a silent e have the long vowel sound.
2. Two vowels go walking, the first one says its name or takes the long vowel sound as in pain - long a
seam (long e)
3. second vowel
4. best, hem, mend
tame, hire, strike, dive
fear, disease
5. Check your words with the words in the box on page 2.
6.

1	3	2
2	2	2
1	2	1
3	2	2
3	3	1
7. divide
8. disease

page 13

WORD SKILLS

Lesson 4

- | | | | | | | |
|------|-------|-------|---------|------|-------|-------|
| 1. - | 2. no | 3. no | 4. rüle | tòol | 5. èr | 6. ∫a |
| 7. ô | 8. û | | | | | |

- | | |
|---|--|
| 2. hat, cap
cup, butter
age
eat, deep
go, open
deep, eat
air, care
full, put | ice, fine
pin, it
best, get
term, learn, dirt, burn
door, order
car, barn
move, rule
this, smooth (sound of th) |
|---|--|

3. pūl	kūl	kūt
stāj	stār	lār
let	bēst	map
thin	dīv	fērn
sōp	rōd	shôr
tūth	smūth	bat
amūz	bol	bār

page 15

LANGUAGE

Lesson 4

1. Suggested Adjectives

- (a) small, active, angry
- (b) Long-horned, Range, Wild
- (c) express, freight, passenger
- (d) African, Wild
- (e) brown full
wild green
spotted half
- (f) strong heavy
black loaded
- (g) School pre-school
Transit school
- (h) angry heedless
 careless
- (i) Wedding, Small, Personal
- (j) six-foot well-trimmed
metal lush, green
 neat

page 16

2. Adjectives underlined - Nouns circled.

- (a) black (panther) timid (goat)
- (b) Fat (people) rich (desserts)

- (c) Large oaks little acorns
 (d) Rainbow trout many streams
 (e) Lippizon stallions old Vienna
 (f) three pieces strong rope
 (g) Turkey eggs hen eggs
 (h) Imperial gallon American gallon
 (i) science display many students
 (j) lonely old man empty park

WORD SKILLS

Lesson 4

page 26 - balustrade - 3 syllables
 accent marks after first syllable

page 27

1. 1. bald, bale, balk, ball, balm
 2. one
 3. balance, balcony, baleful, ballad, ballast, ballet, balloon, ballot, balmy, balsam, baluster, bamboo.
 4. 2 syllables except balconey and balluster which have three.
 5. ball bearing, balustrade
 6. 3 syllables
 7. The second syllable receives the primary accent for ball-bearing and it is the third syllable in balustrade.
2. lē' nē ənt gal' ēz
 el' ə ment pil' i j ing
 eks' kə vā ting par' ish
 tērf rak

page 30

- | | | |
|--------|--------|--------|
| (a) 6 | (f) 13 | (k) 9 |
| (b) 1 | (g) 7 | (l) 2 |
| (c) 3 | (h) 12 | (m) 15 |
| (d) 14 | (i) 11 | (n) 4 |
| (e) 8 | (j) 5 | (o) 10 |

Lesson 4 pages to be SENT FOR CORRECTION

Language page 6, 21, 22, 28, 29, 32, 33

Writing page 7, 23

Reading pages 8, 9, 17, 24, 25, 10 - Think and Do

Spelling pages 18, 19, 31

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Japanese Haiku, page 59



In the last week's lesson you read about Gentaro Sato who is a famous Japanese artist. This week you will look at another form of Japanese art. It is Japanese poetry. Japanese poetry is called haiku.

Like the Japanese paintings described in last week's lesson, the haiku on page 59 express the simplicity and beauty of nature. Just as the painting of the iris on page 58 is made with only a few clear and simple brush strokes, each haiku produces a word picture using only a few colorful words. In each haiku on page 59, the poet outlines a scene which suggests a mood or thought. The author's careful choice of words makes us use our own imagination to fill in the details.

The glossary defines haiku in this way.

haiku (hi ku) an unrhymed Japanese poem in three lines of five, then seven, then five syllables. A haiku often refers in some way to one of the seasons of the year. n. pl. haiku

Answer the following. Use complete sentences.

1. Read the first haiku on page 59. To which sense does the haiku appeal most strongly?

2. To what is the sound of the cicadas compared?

3. Writers of haiku often place quite different images side by side to provide a contrast. What word in the first haiku suggests a totally different image from the phrases *buzzing in the sun* and *drilling into rock*?



4. Do you think the poet contradicts himself when he describes these sounds as stillness? Why or why not?

5. What season of year does the first haiku tell about?

6. Have you ever been in the woods or in your own garden on a summer day when everything was still and quiet? The only sound that could be heard was the buzzing of insects. Underline the words which help to show your feelings at that time.

calmness

serenity

love of nature

tranquility

fear

peace

hustle and bustle

loneliness

7. Which of the above feelings does the first haiku create for you?

8. The author gives us a vivid image in the second and third lines.

Cicadas buzzing in sun,

drilling into rock.

Think of other images of insects. You might say about bees:

Bumble bees mumbling aloud

nibbling sweet clover

Mosquitos are not very pleasant. Complete the last line giving your teacher your image of mosquitos.

Mosquitos whining loudly

9. The first line of haiku has *five* syllables, the second line has *seven* syllables and the third line, like the first, has *five* syllables. Draw lines between the syllables in the first haiku. At the end of each line write the number of syllables. The first line is done for you.

Listen! What stillness! 5

Cicadas buzzing in sun, _____

drilling into rock. _____

10. Read this haiku that has been started for you.
Write a closing line for it.

Snow falling softly
Seems to whisper to each bird

11. In the space provided write a haiku of your own about something in nature which you have seen and heard.

Read the last three haiku on page 59.

12. To what are the flowers compared in the second haiku?

13. To what do you think the word neighbor refers in the third haiku?

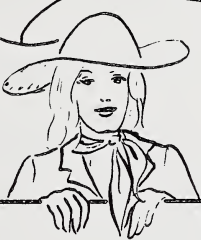
14. Which haiku does not suggest a season?

After reading the last haiku on page 59, tell in your own words the attitude the author has to life's disappointments.

Where did the authors find inspirations for the haiku you studied on page 59?


SPELLING

Words with Two-Letter Consonants



Our alphabet has
these consonant letters.

b, c (k or s) d, f, g (g or j)
h, j, k, l, m, n, p, q, (kw)
r, s, (z) t, v, w, x (k, s)
y, z



But our language has these
extra consonant sounds.
Because our alphabet has no more
letters we use two letters to
spell one sound.

sh, ch, (tch) th (th or tH)
wh (hw or w) ng

Here are your spelling words for this week.

bath

gang

chase

shelf

chain

chores

sheet

bother

leather

polish

method

shed

throat

length

thread

whether

whisper

Many words in our language have *ch*, *sh*, *th*, *wh* or *ng* consonant sounds.

1. Look carefully at each word in this week's list as your teacher pronounces it. Listen to the sounds of the two-letter consonant combinations. Write the words in the spaces provided.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Write the two words from your list which contain *ng*.

Change the first *g* in the word *gang* to *b*, *h*, and *s*.

Change the *l* in *length* to *str*. _____

3. Write the words which contain *ch*.

Write the word which stands for the past time of *chase*.

Write the *ing* form of this verb. _____

4. Write the two words which contain *wh*.

5. Write the words which contain *th*.

How does your dictionary show the *th* sound in *bother* and *leather*? _____ Change the *l* in *leather* to *f* and *w*.

6. Write *chores*. _____ Write five new words by changing *ch* to *b*, *st*, *sh*, *c* and *s*.

7. Write synonyms for:

group _____ wash _____

shine _____ neck _____

LANGUAGE

Writing Conversation

Conversation adds color and life to your writing. It helps to make the characters seem more real and the story more lively.

Conversation can also make sentences clearer and easier to understand. To show that conversation is taking place we use *direct quotations*. The *direct quotations* show the exact words a speaker says.

Recognizing Direct Quotations

Direct Quotations → The exact words spoken by a person.

Example: "*Joan bought tickets to the hockey game,*" said Father.

Explanatory Words → Words that are not part of the direct quotation. Explanatory words can come *before* or *after* a quotation.

Example: Robert asked, "When is Joan going to the game?"

"She will be attending the Saturday night game," *replied* Father.

Divided Quotations → Quotations divided by or separated by explanatory words.

Example: "Well," exclaimed Robert, "*she could have bought a ticket for me, too.*"

Punctuation marks help to identify direct quotation in written work.

Quotation marks are used to punctuate direct quotations.

Punctuating Conversations or Direct Quotations

“ ”
_____ Quotation marks enclose the direct quotations.

“ ”
_____, The comma separates the direct quotation from the explanatory words. The comma goes inside the quotation marks.

Example: "The hockey game," said Mary, "was very exciting."

“ ”
_____. The period, question mark and exclamation mark
“ ? ” are used to end direct quotations. These . ? !
_____ ? are placed inside the quotation marks.

“ ! ”
_____ Example: "Who won the game?" asked Robert.
Mary replied, "The Oilers won 6 - 0.
They blasted the Calgary team right
out of the Coliseum !"

Two other important points to remember in punctuating conversation:

1. *Begin the first word of a direct quotation with a capital letter. The second part in a divided quotation does not begin with a capital letter unless it is a new sentence.*

"John," called Mother, "did you stop at the post office for the mail?"

"Yes, I did," replied John. "There was nothing important in the mail except the magazines," said John.

2. *Begin a new paragraph each time there is a change of speaker.*

"Where is the latest edition of the Macleans magazine?" asked Susan.

"It is on the kitchen table," replied John.

For additional practice in recognizing direct quotations, read page 14 in your reader Cavalcades.

Rewrite this exercise. Put in the necessary punctuation marks. Use quotation marks where needed.

What is making that racket asked Betty Tom replied it is a bumble bee hitting against the screen on the window It won't hurt you Why continued Betty would a bumble bee keep flying against the window screen It is attracted replied Bill to Mother's potted pansies on the window sill

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Check your work with the completed exercise on the next page.

1. The following sentences have punctuation marks but no quotation marks. Use what you have learned about quotation marks to help you punctuate these sentences correctly.

Where are you going Bill? asked Helen.

Swimming, Bill replied.

You ought to know, he added. Your brother Bob is going with me.

Helen asked, When are you leaving?

At four o'clock, he said. Why do you want to know?

Wait! exclaimed Helen. I'll go with you.

If Bob doesn't mind, Bill answered, it's fine with me.

Look. continued Bill. He's coming now.

Do you mind if I go swimming with you and Bill? asked Helen.

No, Helen, I don't mind, answered Bob. Come along.

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF
LESSON 5.

Corrections for the exercise on page 10.

"What is making that racket?" asked Betty.

Tom replied, "It is a bumble bee hitting against the screen on the window. It won't hurt you."

"Why," continued Betty, "would a bumble bee keep flying against the window screen?"

"It is attracted," replied Bill, "to Mother's potted pansies on the window sill."

WRITING

Small letter *l* is your letter for today.

Write a line with a push and pull on the down stroke.

l l l l l l

Now write one line of *l*.

l

Write the following sentences three times each.

Learn your lesson well.

Listen carefully.

Look before you leap.

SECOND DAY

READING

Cinquain

Yesterday you learned about Japanese poetry form, or haiku. You learned that haiku consists of three unrhymed lines. The haiku usually describes something in nature.

Today you will look at another form of unrhymed verse. It is called *cinquain*. The name cinquain comes from *cinq*, the French word meaning five. Each cinquain verse is made up of 5 lines.

Most cinquain forms are based on syllable count like haiku. The cinquain form you will look at today is based on word count rather than on syllables.

The first line of a cinquain is *one word*. It is also the *title* and tells what or whom the cinquain will be about.

The second line is *two words describing the title*.

The third line consists of *three words expressing an action*.

The fourth line contains *four words expressing a feeling*.

The fifth line is *one word* which *means the same as the title*.

Here are some cinquain for you to read.

One word - Cows - *Title*

Two words - Chocolate brown - *Describes title*

Three words - Thoughtfully chewing cuds - *Expresses action*

Four words - Feeling content, very drowsy - *Expresses feeling*

One word - Bovine - *Synonym for title*

Icicle
Glittering, cold
Waiting to crash
Chilled to the core
Stalactite

Kitten
Orange, playful
Scratching my furniture
Dreaming of the jungle
Tiger

1. Using the rules given in this lesson, practice writing several cinquain on scrap paper. Choose the one you like best and copy it in the space below.

_____	_____		
_____	_____	_____	
_____	_____	_____	_____

WORD SKILLS

1. Use the pronunciation key in Lesson 4 or in the front of your dictionary to pronounce the following respellings. Beside each, write the entry word it represents.

trīz	_____	lüz	_____
ōnlē	_____	wun	_____
wērdz	_____	tōz	_____
grüp	_____	chēf	_____
tēchar	_____	boks	_____

2. Unscramble the following words to make secret messages.

1. āt mē mēt at

Meet me at eight.

2. wōch fōr th tū rīz mün

3. under hīd boks thə thə brij

4. twīs sērkal th ent ə r ū bifôr' bärn



5. \bar{u} bring $\bar{u}r$ flashlit with

6. un $\bar{d}er$ tr \bar{e} w $\bar{a}t$ th \bar{e} bl \bar{u} spr $\bar{u}s$

3. Use diacritical marks and accent marks to show how to pronounce your name and address.

Alberta Correspondence School

Barrhead, Alberta, Canada

al b $\acute{e}r'$ t \bar{e} k $\hat{o}r$ \bar{e} spon' d $\bar{e}ns$ sk $\bar{u}l$
 b $\bar{a}r$ hed al b $\acute{e}r'$ t \bar{e} kan' \bar{e} d \bar{e}

4. How many syllables has your first name? _____
 your family name? _____
 your town or city? _____
 your province? _____
 your country? _____

LANGUAGE

Punctuation Marks in Written Conversation

Yesterday you learned to recognize direct quotations. You also had some practice punctuating direct quotations.

1. In a sentence, tell what is meant by the term direct quotation.

Circle the direct quotations in these sentences.

"Hello, John. What are you doing today?"
asked Harry.

"I am going down to the old fish pond near
the school," said John. "Come along with me,
Harry."

2. The following sentences have quotation marks but no punctuation marks. Use the rules given in yesterday's lesson to put the correct punctuation in each sentence.

1. Mike said "Uncle Pat I'm glad we have come to the Green Dragon Restaurant"
2. "How wonderful it is to celebrate Mike's birthday like this" Jenny exclaimed
3. "Yes Jenny we all enjoy Chinese food" said Alice
4. Alice said that her favorite food was eggrolls
5. "Fried rice and chow mein are my favorites" Mike said
6. "Mike" asked Uncle Pat "have you ever tried won ton soup"
7. Mike replied that he had never had it
8. Alice exclaimed "What a treat you have missed"
9. "Let us order some for you to try" suggested Uncle Pat
10. "Won ton soup" said Aunt May "is delicious"

3. In each of the following sentences there are *direct quotations*. Rewrite the sentences and put in capital letters, punctuation marks, and quotation marks where they are needed. Be sure to begin a new paragraph for each speaker.

1. WHAT A DREADFUL LOOKING MAN THERE IS IN YOUR GARDEN EXCLAIMED JOHN DO YOU REALLY THINK THAT IS A MAN I ASKED WHAT ELSE CAN IT BE HE INQUIRED IT IS A SCARECROW I CHUCKLED

2. LIONS SAID JAKE ARE CALLED KINGS OF THE JUNGLE WHY IS THAT I ASKED ALL THE OTHER ANIMALS FEAR THEM JAKE EXPLAINED

THIRD DAY

READING

A Gift from Allah, page 60

Look at the illustration on page 60. Find four details that tell you that the way of life of the people shown is very different from our way of life.

The people in the story are Berbers and live in a part of North Africa west of Egypt. Find this area on your world map. What name is it given on your map?

1. What does the boy in the picture on page 60 seem to be doing?

2. Find the meaning of the word Allah in your glossary. What question does the title of the story bring to mind?

If Berbers receive something of value by chance or accident, they consider it to be a gift from their God. They call it a gift from Allah. There are two gifts mentioned in the story. Read all of the story to find out what these gifts are and what Driss and his family do with them.

SPELLING

1. Write the words that name these pictures. Listen for the two letter consonant sounds as you say each word.

















2. Show your teacher that you know the meanings of the following words by correctly using each one in a sentence.

gang

method

whether

chain

shed

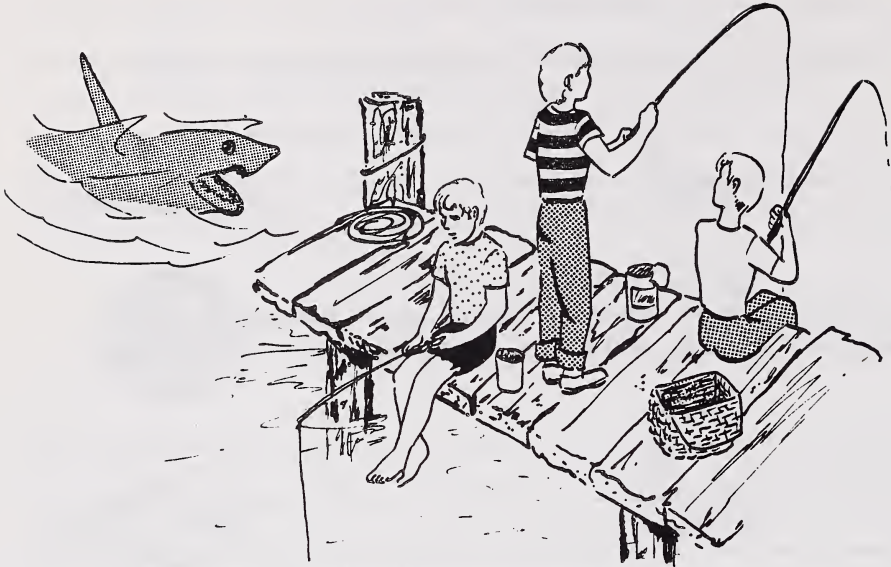
chase

whisper _____

brother _____

3. Ask your supervisor to pre-test you on your spelling words.
If you have any errors, write the words correctly in the space
below.

LANGUAGE



The boys in the picture are fishing. They have looked forward to this day for a long while. I wonder what they are saying to each other. Write the conversation that you think the boys might have. Use at least five sentences. Be sure that the explanatory words are *before* the quotation in some sentences, *after* the quotation in some sentences, and *dividing* the quotation in some sentences. Your teacher will be especially pleased if you included all four kinds of sentences in your conversation. Some colorful adjectives will also help to add interest.

[illegible]

WRITING

Today I would like you to write all the letters of the alphabet in order that I may see which ones you need to improve.

Write:

1. all the small letters of the alphabet.
2. all the capital letters of the alphabet.

Now write this sentence.

The quick brown fox jumps over the lazy dog.

FOURTH DAY

READING

A Gift from Allah, pages 60-74

People like the Berbers lead a simpler life than people in our own culture. They depend on plants and animals in their environment for many of their needs. We say that they live close to nature.

I hope you enjoyed reading Robert Davies' story. It tells many interesting things about the way Driss and his family live.

1. Find an example on each of these pages which tells that the Berbers live close to nature. Write each example in your own words.

Page 63 _____

Page 66 _____

Page 69 _____

2. How did Driss and his grandfather support themselves?

3. What can you tell from the story about the climate where the Berbers live? How does it differ from the climate where you live?

4. Do you think that the Berbers consider it very important to keep a bargain? _____ Give your reason.

5. What does the illustration on pages 66 and 67 tell you about the way the Berbers live? Write a paragraph of at least four sentences giving your impression.

WORD SKILLS

Long *a* and Short *a* Sounds

The following words have the *long a* sound. Say each word so that you will hear the long *a* vowel.

<i>paper</i>	<i>player</i>	<i>grape</i>
<i>gate</i>	<i>mail</i>	<i>explain</i>

The following words have the *short a* sound. Say each word so that you will hear the short *a* vowel sound.

<i>apple</i>	<i>attic</i>	<i>cabin</i>
<i>battle</i>	<i>saddle</i>	<i>sack</i>

1. Read each word in the centre column then write it under a heading that shows the *a* vowel sound that word contains.

a (long *a*)*a* (short *a*)

_____	painless	_____
_____	ramble	_____
_____	remade	_____
_____	gravel	_____
_____	major	_____
_____	favorite	_____
_____	equator	_____
_____	pattern	_____
_____	vibrate	_____
_____	factory	_____
_____	demand	_____
_____	mayor	_____
_____	bandit	_____

2. Circle the words in exercise 1 in which two vowels together stand for the long *a* sound. What are these vowel combinations?

_____ and _____

3. When a word contains two *a*'s the *a*'s may represent the same or different vowel sounds.

Mark the *a*'s after the following words to show which sound each *a* stands for in the word. The first one is done for you.

<i>navigate</i>	<i>a</i> <u><i>ā</i></u>	<i>radioactive</i>	<i>a</i> <i>a</i>
<i>handbag</i>	<i>a</i> <i>a</i>	<i>haystack</i>	<i>a</i> <i>a</i>
<i>tailgate</i>	<i>a</i> <i>a</i>	<i>mailbag</i>	<i>a</i> <i>a</i>
<i>radiator</i>	<i>a</i> <i>a</i>	<i>pancake</i>	<i>a</i> <i>a</i>

4. Can you think of more words that have two *a*'s? In the space at the left write a word or words which means the same as the words in the column at the right. The word or words will have the *a* sounds shown in the brackets.

<u><i>knapsack</i></u>	<i>a</i> <i>a</i>	<i>bag carried by hikers</i>
_____	<u><i>ā</i></u> <i>a</i>	<i>letter carrier</i>
_____	<i>a</i> <i>a</i>	<i>arithmetic</i>
_____	<i>a</i> <u><i>ā</i></u>	<i>a pain in the back</i>
_____	<u><i>ā</i></u> <u><i>ā</i></u>	<i>used for gathering dried grass</i>
_____	<u><i>ā</i></u> <u><i>ā</i></u>	<i>a time to get money</i>

LANGUAGE

Direct Quotation

In your language lesson this week you have learned about direct quotations. When you write the exact words a person says it is a direct quotation and is enclosed by quotation marks, (" "). You have also learned about the proper punctuation to put in sentences which have direct quotations.

1. In the following story all quotation marks and punctuation marks are missing. Find the direct quotations and put the quotation marks and punctuation marks where they should be.

Belling The Cat

Once upon a time a family of very small mice was afraid of a very large cat. A meeting was called to discuss how they could solve the problem.

One young mouse rose to her full height of two and one half inches and said, "I think we could solve our problem by putting a bell around Tiger Tom's neck. Then we could hear him coming and scamper quickly away."

"That sounds like a dandy idea," said another young mouse.

"A third tiny mouse said, 'It's a wonderful idea, very wonderful indeed!'"

"It's a most marvelous plan," an ancient mouse remarked, "but who among us would dare to hang a bell around that wicked creature's neck?"

"The first young mouse replied quickly, 'Well, I couldn't do it of course. As you can see, I am much too small!'"

"Neither could I, for I am m-much t-t-too n-n-nervous," said the second mouse.

"Don't look at me," cried the third mouse, "because I could never try it. You know I am allergic to large cats!"

"All the other mice turned grey with fear. Not one of them offered to bell the enormous cat."

"You see," said the ancient mouse, "it is often easier to suggest a plan than it is to carry it out."

2. Write three adjectives which are used to describe the first young mouse's plan.

3. Write two adjectives which tell the ages of the mice.

4. Which adjective gives the best description of the cat's size?

_____ Write two adjectives of your own which could also describe him. _____

5. Think of the most colorful adjective you can to describe a very small mouse.

FIFTH DAY

READING

A Gift from Allah, pages 60-74

1. Two Berber villages are mentioned in the story. The people in both villages would seem poor by our standards because they have few possessions. However, the people of Low Pastures were considered poorer than the people of High Pastures. Scan page 63 to find two ways in which the people of Amroo's village were less prosperous than the people in Driss' village.

2. What does the story tell us about Driss' opinion of girls?

3. Do you think the feeling that girls are not as clever as boys is shared by most Berbers? _____ What is there on page 65 that gives this impression?

4. Use your glossary to find the meaning of the following words.

jellaba _____

plateau _____

pinion _____

thong _____

writhed _____

5. Think of something that has happened to you that might be considered a gift from Allah. Write a paragraph telling about it.

6. Write a haiku or a cinquain about either of the two gifts from Allah mentioned in the story.

7. To learn more about the Berbers, particularly those called the Blue Men, read pages 13 and 14 of your Think-and-Do Book and complete the exercises on page 14. Send this work in for correction.

SPELLING

As your supervisor says each spelling word, write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

Writing Direct Quotations

The children in Millwoods think winter is the best season of the year. As they walked to school yesterday, they thought of the fun they would have now that winter had arrived.

Rewrite the following paragraph using *direct quotations* to tell what each person said. Be sure to include the proper punctuation. Remember to start a new paragraph for each new speaker.

Tom said that he could hardly wait for the rink to be ready for hockey. Janice said she is eager to practice her figure skating. Debbie told the others that her favorite winter sport is tobogganing. Bonnie announced that she had saved up her baby sitting money to buy skis. She hopes her parents will take her skiing in Banff. Max said he prefers cross country skiing. Ray agreed that all these sports are fun but added that the greatest fun of all is going for an old fashioned sleigh ride at his uncle's farm.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WRITING

Test your spacing between words by slant strokes measuring the space like this.

*Direct//quotations//require//quotation
marks.*

Now write this sentence twice and test your spacing between words.

*Keep checking your muscles to be
sure they stay relaxed as you write.*

SELF-CORRECTING EXERCISES FOR LESSON 5

pages 6, 7

SPELLING

1. Check the words with the spelling words in the box on page 5.
2. length, gang
gang - bang, hang, sang
length - strength
3. chain, chase, chores
chased
chasing
4. whether, whisper
5. throat, thread, leather, bath, whether, bother, method, length
th
Leather, feather, weather
6. chores
bores, stores, shores, cores, sores
7. group - gang wash - bath
shine - polish neck - throat

page 11

LANGUAGE

Lesson 5

"Where are you going, Bill?" asked Helen.
"Swimming," Bill replied.
"You ought to know," he added. "Your brother Bob is going with me."
Helen asked, "When are you leaving?"
"At four o'clock," he said. "Why do you want to know?"
"Wait!" exclaimed Helen. "I'll go with you."
"If Bob doesn't mind," Bill answered, "it's fine with me."
"Look!" continued Bill. "He's coming now."
"Do you mind if I go swimming with you and Bill?" asked Helen.
"No, Helen, I don't mind," answered Bob.
"Come along."

page 15

WORD SKILLS

Lesson 5

- | | |
|----------|-------|
| 1. tries | lose |
| only | won |
| words | toes |
| group | chief |
| teacher | box |

2. Watch for the moon to rise.
3. Hide the books under the bridge.
4. Circle twice before you enter the barn.

page 19

READING

Lesson 5

A Gift From Allah
Map - Libya

1. The boy seems to be pointing at something.
2. Allah - The Moslem name for God - A Gift From Allah - indicates that someone will receive an unexpected gift.

pages 26, 27

WORD SKILLS

Lesson 5

1. ā (long a) a (short a)
 painless ramble
 remade gravel
 major pattern
 favorite factory
 equator demand
 vibrate bandit
 mayor
2. painless mayor
 ai ay
3. handbag (a a) radioactive (ā a)
 tailgate (ā ā) haystack (ā a)
 radiator (ā ā) mailbag (ā a)
 pancake (a ā)
4. knapsack
 mailman (ā a)
 mathematics (a a)
 backache (a ā)
 hayrake (ā ā)
 payday (ā ā)

pages 28, 29

LANGUAGE

Lesson 5

Belling the Cat

1. Once upon a time a family of very small mice was afraid of a very large cat. A meeting was called to discuss how they could solve the problem.

One young mouse rose to her full height of two and one half inches and said, "I think we could solve our problem by putting a bell around Tiger Tom's neck. Then we could hear him coming and scamper quickly away."

"That sounds like a dandy idea," said another mouse.

A third tiny mouse said, "It's a wonderful idea, very wonderful indeed."

"It's a most marvelous plan," an ancient mouse remarked, "but who among us would dare to hang a bell around that wicked creature's neck?"

The first young mouse replied quickly, "Well I couldn't do it of course. As you can see I am much too small."

"Neither could I for I am m-much t-t-too n-n-nervous," said the second mouse.

"Don't look at me," cried the third mouse, "because I could never try it. You know I am allergic to large cats."

All the other mice turned grey with fear. Not one of them offered to bell the enormous cat.

"You see," said the ancient mouse, "it is often easier to suggest a plan than to carry it out."

2. dandy, wonderful, marvelous.

3. young, ancient

4. enormous - large, gigantic, stupendous, big, huge

5. tiny, wee, miniscule

Lesson 5 pages to be SENT FOR CORRECTION

Reading pages 1, 2, 3, 4, 14, 24, 25, 30, 31, 32, page 14 of Think and Do.

Writing pages 12, 23

Word Skills page 16

Language pages 17, 18, 22, 34

Spelling pages 20, 21, 33

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

The Witch Doctor's Trial, pages 75-83

Do you believe in witchcraft? This week's story takes us to Zululand, South Africa. Here we will meet several members of a Zulu village. There is Umtakati who has accused the witch doctor of bewitching the village cattle and making them ill; Buselapi, a nurse; Zitu, the chief; and of course, the witch doctor herself. Nomusa, the chief's daughter, is training to become a nurse. She has come back to her native village to attend the trial. Will the witch doctor be found guilty?

As you read the story you will find the answer to the question about the witch doctor. You will also learn something of the conflict between the old ideas of the witch doctors and the modern ideas of medical doctors in South Africa.

Finish reading the story. Find Zululand on your world map. Mark its boundary line. Name it.

Use your glossary to find the correct pronunciation of these names.

Nomusa

Zitu

Zulu

Buselapi

1. Use your glossary or dictionary to find the meanings of these words as they are used in the story. Write the meanings in the spaces provided.

kraal _____

sorcery _____

sorceress _____

gnu _____

calabash _____

ominous _____

2. Was the major conflict really between the witch doctor and Umtakati? _____ Tell in your own words what the conflict was really about.

SPELLING

Vowels Before r

You often hear the **ä** vowel before **r** in words like these.

The **ér** sound can be spelled **er**, **or**, **ir** and **ur**. You must remember which spelling is correct.

The **ô** sound is spelled **o** before **r**.

The **schwa** (**ə**) sound can be spelled **a**, **e**, **i**, **o** or **u**. It is found in syllables that are not accented.



Here are your spelling words for this week.

mark

fork

jar

sort

march

verb

smart

skirt

worth

cord

harm

bury

lard

apart

separate

part

regards

1. Write each of your spelling words. Underline each vowel before *r*. Show the pronunciation your dictionary gives the vowel.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Write the three *er* words.

_____	_____	_____
-------	-------	-------

3. Write the past tense or word that stands for the past time, for *bury*. _____ Write the homonym or word that sounds the same as *bury*. _____

4. Write the nine *ar* words.

_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Write the *ing* forms of *mark* and *part*.

_____	_____
-------	-------

6. Add *ly* to *smart*. _____

Add *ful* to *harm*. _____

Add *ment* to *apart*. _____

7. Write the three *ôr* words.

8. Write three new words by changing *s* in *sort* to *f*, *p* and *sh*.
Change the *f* in *fork* to *c* and to *p*.

9. Write *bury* and *separate*. _____

Write them as they are respelled in your dictionary.

LANGUAGE

Checking Up on Subjects and Predicates

Simple Subject

In Lesson 2 you studied complete sentences. You learned that a sentence must have a *complete subject* and a *complete predicate*. Read this sentence.

The big white cat/yowled on the back fence.

All the words to the left of the line / make up the *complete subject*. The word *cat* is a noun. It is the main part of the complete subject. The word *cat* is the simple subject.

All the other words in the subject describe the simple subject.

Words that describe another word are called *modifiers*.

The simple subject is always a noun or pronoun.

The complete subject is the simple subject and its modifiers.

Example:

The big white cat yowled on the back fence.
cat - noun - simple subject

The big white cat/- complete subject
modifiers - describe cat

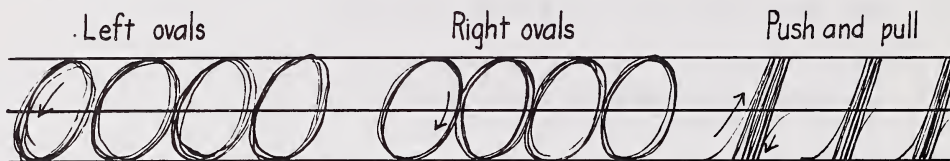
In each sentence below draw a slanted line after the *complete subject*. Draw one line under the *simple subject*. The first one is done for you.

1. The boys in our class / have gone skiing.
2. Our new uniforms are green and gold.
3. Science fiction stories thrill Tom.
4. Bill's older brother works downtown.
5. Some people in the crowd booed the umpire.
6. Four foreign cars were sold today.
7. Grandmother's old clock runs poorly.
8. The brown and white dog swam after the ducks.
9. The babbling brook runs through the field.
10. A tall young lady in a blue coat stepped off the bus.
11. The quick brown fox jumps over the lazy dog.
12. Several children worked on the experiment every day.

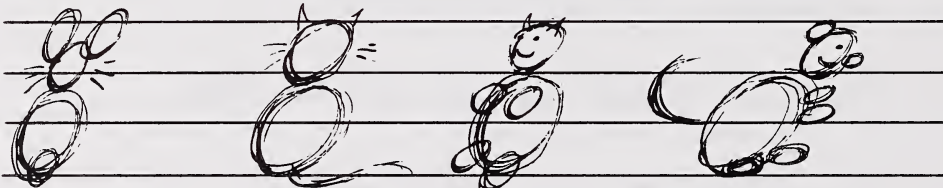
WRITING

Begin by relaxing your muscles. Let your arms hang heavily on the desk. Do not press; just guide your pen. Hold your pen so loosely that I would be able to pull it easily from between your fingers.

Now make some large left ovals, large right ovals, and some push and pull.



Using ovals and a few strokes, make some cunning animals like these. This will help loosen your arm.



Today practice some of the capitals that begin with ticks. Then write two lines of the words using these capitals.

U V W Vickry Walter Union

SECOND DAY

READING

The Witch Doctor's Trial, pages 75-83

Yesterday you read about the trial of a witch doctor who was accused of bewitching the village cattle. The real issue of the trial was not the guilt or innocence of the witch doctor, however, but a conflict of ideas. Read the story to find out more about the conflict of ideas.

Do the following. Write your answers in complete sentences.

1. Which two characters are having a debate at the beginning of the trial?

2. How did Buselapi become involved in the trial?

3. What did the witch doctor think caused sickness and other misfortunes?

4. How did Buselapi's attitude toward the witch doctor's medicine (page 79) differ from the witch doctor's attitude toward white doctor's medicine? (page 78)

5. How does the story answer the question of whether it is better to stick to old ideas or adopt new ones? Read page 83. Then write Zitu's answer in your own words.

6. Do you think the witch doctor's trial will have a good effect or a bad effect on the people of the Zulu village? Give your reasons.

I think the witch doctor's trial will have a (good effect, bad effect) on the people of the village because:

WORD SKILLS

Long *e* and Short *e*

Look at the following pairs of words.

1. *meet* - *greet*

3. *metal* - *medal*

2. *athlete* - *compete*

4. *teacher* - *eager*

How are the words *meet* and *greet* related? You may say that they are related in meaning because when we meet someone we usually greet them by saying "Hello". But there is another way these words are related. They each have two *e*'s and the long *e* vowel sound. Write another word which has *ee* and the same vowel sound. _____ The words *athlete* and *compete* each have only one *e* in the middle but each of these words also has the long *e* sound. Write another word where a single *e* has the long sound. _____

Say the words *metal* and *medal*. What *e* sound do you hear in these words? _____ Write another word that has the short *e* sound. _____ The words *teacher* and *eager* are alike because they have the vowels *e* and *a* together. What vowel sound do you hear when you say each word? _____ Another word with *ea* which has the long *e* sound is _____.

1. In each column all but one of the words contain the same vowel pattern and the same long *e* or short *e* sound. Cross out the word in each column which does not belong there and write it at the bottom of the column with the same vowel pattern.

1. *eel*
beetle
beach
speedy

2. *scheme*
complete
athlete
gentle

3. *meeting*
pestered
spend
lettuce

4. *seal*
real
dreamer
compete

2. Write the number of the above column after the rule that applies to the words in that column.

In a word or syllable with two vowels, one of which is the final *e*, the first vowel usually stands for the long vowel sound.

If a word or syllable contains only one vowel and it is between the consonants, the vowel usually stands for the short vowel sound.

In a word or syllable with two vowels together, the vowels usually stand for the long sound of the first vowel.

_____ and _____

3. Each of the following sentences contains two nonsense words. Using the rules you have learned today, decide if each nonsense word should have a long *e* or short *e* sound. Write long *e* or short *e* in the space provided.

1. A bleekish worker can fideme the job quickly.

2. How much did Mother slemp for the beppal?

3. I was benkled by speetons at the bleap.

4. We have a threke to capture the spleek.

4. Rewrite the sentences in exercise 3 substituting a word from exercise 1 which has the same vowel pattern as the nonsense word. The first sentence is done for you.

1. A *speedy* worker can *complete* the job quickly.

2. _____

3. _____

4. _____

LANGUAGE

Simple Predicate

You have learned that the *predicate* is the part of the sentence which tells something about the subject.

Look at the predicate in this sentence. What does it tell about the boys?

The boys / hiked six miles.

You are right if you said that the boys *hiked six miles*.

Study the sentence again.

All of the words to the right of the slanted line are part of the *complete predicate*.

The simple predicate is the verb *hiked*.

The words *six miles* are the *modifiers*. They are part of the complete predicate.

In all sentences:

The simple predicate is the verb.

The complete predicate is the verb and any words that modify the verb.

In each of the sentences below, draw a slanted line between the complete predicate and the complete subject. Then draw one line under the simple subject and two lines under the simple predicate. The first one has been done for you.

1. The fierce wind / whistled around the old house.
2. The crackling fire cheered the weary travellers.
3. The experienced driver proceeded with care.
4. The brave firemen soon controlled the blaze.

5. The crashing thunder frightened the baby.
6. A strong breeze blew the boat ashore.
7. Most of the tourists drove to Jasper.
8. The man with the hearing aid plays a saxophone.
9. The clock above the fireplace chimed softly.
10. Some people in the audience applauded enthusiastically.
11. We baked Christmas cakes.
12. A bright light shone from the window of the cabin.
13. Our relatives stayed at the new hotel.

Check your work with the answers given on page 37.

THIRD DAY

READING

The Witch Doctor's Trial, pages 75-83

Like the Zulus in South Africa today, people in every time and place have faced conflict between new and old ideas or ways of doing things. New ways are often looked on suspiciously when people do not understand them.

1. Perhaps you know of people today who are unwilling to accept something that is new to them, such as jet travel or the metric system. Write an interesting paragraph about it.

or

Pretend you were living when the first "horseless carriage" or telephone came to the area where you live. How did the people react? Tell something humorous that may have happened because people were suspicious of one of these new inventions. Give your story a title.

[illegible]

2. Read the article, Early Plant Medicines, on page 16, Think-and-Do Book. Then answer the questions at the bottom of the page.

SPELLING

1. Write the word regard from your spelling list.

2. Write the word regard as it is respelled in parentheses in your dictionary. Show the pronunciation by putting in *diacritical marks* and *accent marks*.

3. Write *harm*. _____ Write three new words by using *f*, *al* and *ch* in place of *h*.

4. Write *verb*. Change the *v* to *h*.

5. Did you know that the word *cord* comes from the Latin word *chorda* or *catgut*? It means "a string or rope". The word *cord* has several other meanings also. It may mean "an insulated electric wire" or "a pile of wood". A *cord* of wood is a pile 2.4 m long, 1.2 m high and 1.2 m wide.

A word which has the same vowel sound as *cord* is *sort*. Look at what the dictionary tells about the word *sort*.

The dictionary shows the o sound before r as ô.

sort (*sôrt*), n. 1. kind; class
2. character; nature. v. To arrange in order

Notice the *n* after the respelling. This shows that *sort* can be a *noun* which means a kind or class. *Sôrt* also means to *arrange in order*. What do you think the *v* stands for in front of this meaning?

1. Write a sentence in which *sort* is used as a noun.

2. Write a sentence in which *sort* is used as a verb.

3. Write two other words from your list which may be nouns or verbs.

Write a sentence using the first word as a noun.

Write a sentence using the second word as a verb.

If you are not sure of your spelling words for this week, study them again.

LANGUAGE

The Order of Subject and Predicate

Last day you learned that a:

Simple subject is a noun.

Simple predicate is a verb.

When the *subject* comes *before* the *predicate* a sentence is said to be in *natural order*.

Look at the simple subject and simple predicate in each of these sentences.

Natural Order

Tom stood there.

subject before predicate (verb)

The car squealed down the driveway.

Many bats live in the cave.

When the *subject follows* the *predicate* the sentence is said to be in *inverted order*.

Look at the simple subject and simple predicate in each of these sentences.

Inverted Order

There stood Tom.

predicate subject

Down the driveway squealed the car.

In the cave live many bats.

If you look carefully at the sentences written in *natural order* and in *inverted order*, you will notice that the subjects are still the same. The only difference is that the subjects are placed in different order.

Putting a sentence in inverted order does not change the subject.

To find the simple subject and simple predicate of a sentence, look for the simple predicate first. It is a verb.

On a shiny black horse rode the mountie.

Find the verb. It is *rode*.

Next, look for the subject by saying first *who* or *what* and then saying the verb.

Who or *What* rode? The mountie rode. The simple subject is *mountie*. The simple predicate is *rode*.

1. In the following sentences underline the simple subject with one line and the simple predicate with two lines.

- (a) Over the mountain rose the moon.
- (b) At the back door stood a strange man.
- (c) Into the air floated the tiny dandelion seeds.
- (d) Quickly the fireman climbed on the roof.
- (e) In the valley below sprawled the city.
- (f) In the distance loomed the ancient castle.
- (g) High over the tree tops sailed the balloon.
- (h) After the raging storm the sky cleared.

2. Rewrite each of the following sentences changing the order of subject and predicate. Underline the simple subject and circle the simple predicate in each.

Up the telephone pole climbed the frightened cat.

A troll lived under the bridge.

Over the cobblestones clattered the horse and cart.

From door to door rushed the busy children.

3. Write one interesting sentence which is in natural order.

Write one interesting sentence which is in inverted order.

4. Underline the simple subject and circle the simple predicate in the sentences you wrote in exercise 3.

WRITING

Relax your muscles before you begin.

Then begin by making large circles on your desk without touching your pen to the paper. Try to write with your arm, not your fingers.

Now touch your pen to the paper and begin by making a line of left ovals one space high.

Begin here



Here are two more letters that begin with ticks. Notice how each hump of *m* is lower than the one before it. Write one line of each letter.

m m m n n n

m

n

Now write four lines of these words.

Mum, Mona, North, Nature

FOURTH DAY

READING

Through contact with people from other cultures, many Zulu customs and beliefs are changing.

1. Read the information about Zulus on pages 17 and 18 of your Think-and-Do Book. Underline the sentences on these pages which tell of the changes taking place in Zululand today.
2. On page 19 of Think-and-Do Book, five characters from The Witch Doctor's Trial give their views about modern medicine. The names are listed at the top of the page. Read each point of view and write the name of the speaker in the space below it.
3. In The Witch Doctor's Trial the author has used descriptive words that reflect the culture and surroundings of the Zulu people.

Page 77 *Ill fortune has clawed me like a leopard.*

Can you think of a way to describe ill fortune for a story set in our own country? We could say instead,

Bad luck has pounded me like a jack hammer.

For each of these comparisons found in The Witch Doctor's Trial write a comparison that would reflect our present life in Alberta.

Page 81 clouds moving toward each other like threatening dark-plumed warriors

Page 80 a burst of distant thunder which crackled like thorn-
wood under the cockpit

Page 80 a ripple of sound like the chirping of starlings, swept
through the kraal yard

WORD SKILLS

Long *i* and Short *i*

Look carefully at the following sentence.

[You may win a fine prize if you will fill in the form.]

Which words contain the long *i* sound?

Which words contain the short *i* sound?

Did you say *fine* and *prize* contain the long *i* sound?

Did you say *win*, *if*, *will*, *fill* and *in* contain the short *i* sound? That is correct!

Look at the vowel patterns in *line* and *tire*. Notice that there are two vowels and that one is final *e*.

Do you remember this rule from last day's word skills?

In a word or syllable with two vowels, one of which is final e, the first vowel usually stands for the long vowel sound.

In the space below write the vowel rule from Day 2 which applies to the short *i* sound found in *win*, *will* and *fill*.

1. If the underlined word contains the long *i* sound, mark it \bar{i} . If the word contains the short *i* sound do not mark it. Read the other words on the line and cross out those which do not contain the same *i* sound. The first one is done for you.

<u>bicycle</u>	\bar{i}	<u>fireman</u>	chimney
<u>spine</u>	<i>i</i>	minute	alike
<u>lily</u>	<i>i</i>	glider	ginger
<u>chimes</u>	<i>i</i>	simple	twice
<u>jingle</u>	<i>i</i>	bitter	bite
<u>river</u>	<i>i</i>	riddle	rider
<u>ninety</u>	<i>i</i>	pirate	sixty
<u>zipper</u>	<i>i</i>	minus	whistle
<u>title</u>	<i>i</i>	mice	rice
<u>chickens</u>	<i>i</i>	child	children
<u>outfit</u>	<i>i</i>	victory	alike

2. Look at the lists of words below.

1. grind
find
mind

2. sigh
high
nigh

3. mild
child
wild

Usually short words ending in *ind*, *igh* and *ild* have the long *i* sound.

What three letter endings do the words in exercise 2 have?

3. Use one of the three letter patterns in question 2 to complete each of the following words.

t _____ ten

h _____

k _____ ness

bl _____ fold

unw _____

fr _____ ten

beh _____

t _____ t

del _____ t

l _____ tning

4. In longer words *ild* and *ind* do not always indicate the long *i* sound. Complete each sentence with a longer word that begins with all the letters in the underlined word but contains the short *i* sound.

Most wild animals are better off living in the _____.

A child is usually happiest playing with other _____.

My kind grandmother is one of my _____.

Mild and gentle is what the girl's name _____ means.

LANGUAGE

Subjects and Predicates in Questions

In a question the simple subject and simple predicate may follow any of several different arrangements.

1. SIMPLE SUBJECT - SIMPLE PREDICATE

Who ate the cake?

Who - subject
ate - predicate

What is wrong?

What - subject
is - predicate

2. SIMPLE PREDICATE - SIMPLE SUBJECT

Where is your dog?

Ask: What is the verb? - *is*
Ask: Who or what is? - *dog*
Simple subject - *dog*
Simple predicate - *is*

3. PREDICATE PART - SIMPLE SUBJECT - PREDICATE PART

Why did he laugh?

Ask: What is the verb? - *did laugh*
Ask: Who or what did laugh? - *he*
Simple subject - *he*
Simple predicate - *did laugh*

1. Fill in the blanks following the same steps you used in example 3.

What is he saying?

Ask: What is the verb? _____

Ask: Who or what is saying? _____

Simple subject _____

Simple predicate _____

2. Follow the steps given on page 28 to find the simple subject and simple predicate in the following questions. Draw a line under the simple subject. Circle the simple predicate.

1. Who knocked on my door?
2. Who is playing the drums?
3. Did Mary bake all the cookies herself?
4. Why were the children whispering?
5. How are you this beautiful day?
6. Have your brothers entered the race?
7. Was the police car circling your block?
8. Why did Mother laugh?
9. How did Mr. Jones travel after the accident?
10. Where is the club holding its picnic?
11. Have you written a story for the school paper?
12. When was the last meeting of the year?

FIFTH DAY

READING

Review

1. Do you remember the two kinds of unrhymed poetry we wrote in Lesson 5? Write the names here.

2. To show how well you remember the rules for *cinquain* fill in the blanks. In a cinquain the first line has just one word. It is also the title.

The second line has _____ words
describing the title.

The third line has _____ words
expressing an action.

The fourth line contains _____ words
expressing a feeling.

The fifth line, like the first, has only _____
word. It is a synonym for the title.

3. Look at the picture of the witch doctor on page 81 of your reader. Write a cinquain expressing your feelings about the picture.

4. Write the name of the country which is the setting for each of these selections.

A Gift from Allah _____

Henry Has an Idea _____

The Singing Cave _____

The Witch Doctor's
Trial

A Thread of Under-
standing

A Son of India

For questions 5, 6 and 7 write answers in complete sentences.

5. Which of the characters listed below would you most enjoy meeting? Tell why.

Henry

Pat

Driss

Hari Singh

The Witch Doctor

Gentaro Sato

6. Of the characters listed in exercise 5 which do you think has the easiest way of life?

Why do you think this?

7. Which has the most difficult way of living? Why?

SPELLING

As your supervisor says each word, write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

The Subject in Commands and Requests

When we make a request or give a command we often omit the subject. The subject in such sentences is YOU. Study the following 5 sentences in which the subject is understood to be YOU.

- (you) Open the gate.
- (you) Please come quickly.
- (you) Finish cutting the grass.
- (you) Please help me with my homework.
- (you) Let me know the minute they arrive.

The subject of a command or request is understood to be *you*.

1. In each of the following sentences draw one line under the simple subject and circle the simple predicate. If the subject is understood to be *you*, write it in parentheses at the end of the sentence. The first one is done for you.

1. Please (take) the dog for a walk. (you)
2. Whom are you taking to the banquet?
3. Please give me some popcorn.
4. Stop it right now!
5. Have you seen the baby chicks in the science room?
6. Get the streamers for the party.
7. How will they sail the boat in this storm?
8. Put the hen's eggs in the incubator.
9. Who pulled the rope?
10. Please start the meeting.



Runaway Sentences

A common mistake many of us make in our writing is to run two or more sentences together. The sentences are not separated from each other by capital letters and they do not end with punctuation. They are called run-ons.

Uncle Jim sent us a camera and we have now joined the Camera Club our club plans to hold a contest soon.

In order to correct run-ons like those above, decide how many sentences there should be, and where capital letters and punctuation marks are needed. Written correctly it would look like this.

Uncle Jim sent us a camera. We have now joined the camera club. Our club plans to hold a contest soon.

2. Use capital letters and end punctuation to change each of these run-ons into sentences.

1. It was beginning to snow large flakes were falling.

2. The stove is hot don't touch it

3. The dog fled howling down the street he dashed through the hedge and into his kennel

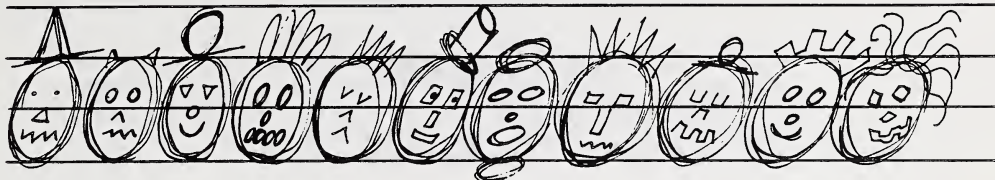
3. The paragraph below needs a great deal of improvement. Decide where each sentence should begin and end. Then write the paragraph using capital letters and proper punctuation.

Wendy opened the window she gazed out at the pink sky with sleepy eyes her sister Jodi was already up and dressed one more day remained of their vacation it had been a wonderful holiday but now it was over hurry said Jodi we have time for one last swim before we leave

[illegible]

WRITING

Loosen up by making a row of large right ovals. Leave room to put hats on them and Hallowe'en faces.



Make up your own faces and hats if you would like to.

Now practice these three capitals which begin with ticks.
Write a line of each.

X X X Y Y Y Z Z Z

X

Y

Z

Write these words twice.

X-ray Young Zinnia

Answers for pages 14 and 15

2. The crackling fire / cheered the weary travellers.
3. The experienced driver / proceeded with care.
4. The brave fireman / soon controlled the blaze.
5. The crashing thunder / frightened the baby.
6. A strong breeze / blew the boat ashore.
7. Most of the tourists / drove to Jasper.
8. The man with the hearing aid / plays a saxophone.
9. The clock above the fireplace / chimed softly.
10. Some people in the audience / applauded enthusiastically.
11. We / baked Christmas cakes.
12. A bright light / shone from the window of the cabin.
13. Our relatives / stayed at the new hotel.

SELF-CORRECTING EXERCISES FOR LESSON 6

FIRST DAY

pages 1, 2

READING

1. Use your glossary to check the meanings you have written. (It is important that you look up the meanings of the words if you are to understand the story.)
2. No
The major conflict was really between the old ways and the new.

pages 4, 5

SPELLING

Lesson 6

1. märk förk jär
sört märch verb er
smärt skirt er wörth er
cörd härm bury (short e)
lärd apärt
pärt regärds
2. verb, worth, skirt
3. buried, berry
4. mark, smart, lard, part, march, harm, apart, regards, jar
5. marking, parting
6. smartly, harmful, apartment
7. sort, cord, fork
8. fort, port, short, cork, pork
9. bere, sep a rat

page 7

LANGUAGE

Lesson 6

simple subject underlined /slanted line after
complete subject

1. The boys in our class/have gone skiing.
2. Our new uniforms/are green and gold.

3. Science fiction stories/thrill Tom.
4. Bill's older brother/works downtown.
5. Some people in the crowd/booed the umpire.
6. Four foreign cars/were sold today.
7. Grandmother's old clock/runs poorly.
8. The brown and white dog/swam after the ducks.
9. The babbling brook/runs through the field.
10. A tall young lady in a blue coat/stepped off the bus.
11. The quick brown fox/jumps over the lazy dog.
12. Several children/worked on the experiment every day.

pages 11, 12, 3

WORD SKILLS

Lesson 6

1. meeting 2. compete 3. gentle 4. beach
2. 2, 3, 1 and 4.
3.
 1. ē ē
 2. e e
 3. e ē ē
 4. ē ē
4.
 2. How much did Mother spend for the lettuce?
 3. I was pestered by the beetles at the beach.
 4. We have a scheme to capture the eel.

page 20

1.
 - (a) Over the mountain rose the moon.
 - (b) At the back door stood a strange man.
 - (c) Into the air floated the tiny dandelion seeds.
 - (d) Quickly the fireman climbed on the roof.
 - (e) In the valley below sprawled the city.
 - (f) In the distance loomed the ancient castle.
 - (g) High over the treetops sailed the balloon.
 - (h) After the raging storm the sky cleared.

page 25

If a word or syllable contains only one vowel and it is between the consonants, the vowel usually stands for the short vowel sound.

page 26, 27

- | | | | |
|----------|---|-------------------|------------------|
| 1. spine | i | minute | alike |
| lily | i | glider | ginger |
| chimes | i | simple | twice |
| jingle | i | bitter | bite |
| river | i | riddle | rider |
| ninety | i | pirate | sixty |
| zipper | i | minus | whistle |
| title | i | mice | rice |
| chickens | i | child | children |
| outfit | i | victory | alike |
2. ind igh ild

page 27

3. tighten hind or high
 kindness blindfold
 unwind frighten
 behind tight
 delight lightning
4. wilderness
 children
 kindred
 Mildred

page 29

Underline the simple subject. Circle the simple predicate.

2. (a) Who knocked on my door?
 (b) Who is playing the drums?
 (c) Did Mary bake all the cookies herself?
 (d) Why were the children whispering?
 (e) How are you this beautiful day?
 (f) Have your brothers entered the race?
 (g) Was the police car circling your block?
 (h) Why did Mother laugh?
 (i) How did Mr. Jones travel after the accident?
 (j) Where is the club holding its picnic?
 (k) Have you written a story for the school paper?
 (l) When was the last meeting of the year?

page 34

LANGUAGE

Lesson 6

2. 1. It was beginning to snow. Large flakes were falling.
2. The stove is hot. Don't touch it!
3. The dog fled howling down the street. He dashed through the hedge and into his kennel.

Lesson 6 pages to be SENT FOR CORRECTION

Reading pages 9, 10, 16, 23, 24, 30, 31

Reading pages 16, 17, 18, 19, Think and Do

Spelling pages 17, 18, 32

Language pages 21, 33, 34, 35

Writing page 22, 36

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

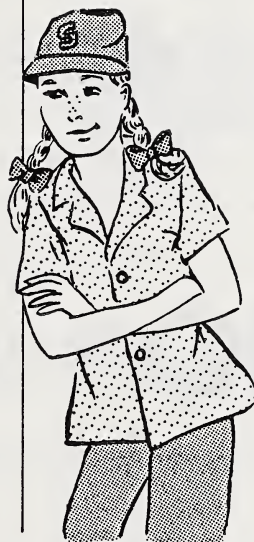
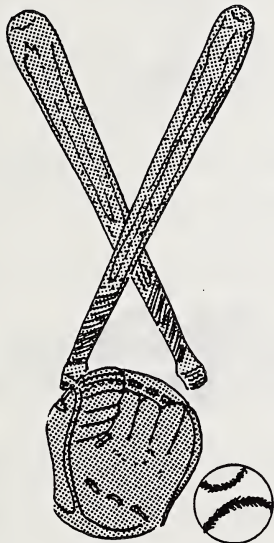
Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

The Secret Pitch, pages 84-92

Do you like to play baseball? If you are a boy would you like to have a girl playing on your team? _____ If you are a girl would you like to play on a boys' baseball team? _____

In the story The Secret Pitch, you learn what happens when a girl invades the Montrose Baseball League.

Do the following questions. Write answers in complete sentences.

1. Read the first two paragraphs on page 84. Who do you think is the main character of the story?

Underline the kind of story you think it will be.

serious

humorous

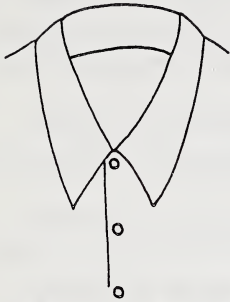
documentary

2. What question came to your mind when you read the title?

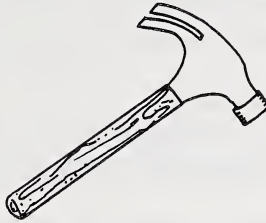
3. What question comes to your mind when you look at the illustrations?

Finish reading the story. You may be surprised to learn which of the players has a change of heart about girls playing baseball.

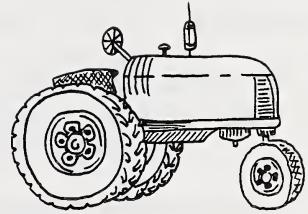
SPELLING

Words That End With Vowel *r*

- ar



- er



- or

sailor

copper

regular

motor

checker

elevator

manner

collar

clover

janitor

sweater

hammer

ladder

tractor

grammar

neighbor

cellar

Read your spelling words for this week. Notice that each word ends in a vowel and *r*.

Say the words. Which syllable in each word is accented? _____

When the accent is not on the final syllable, the vowel sound in that syllable is the same whether the word ends in *ar*, *er*, *ir*, *or*, or *ur*. The vowel sound before *r* in these words is the *schwa* (*shwä*) sound. The symbol given the vowel *r* endings in these words is *ər*.

1. Write the six words from your list which end with *or*.

Remember to pronounce the last syllable in each one as *ər*.

2. Add *ist* to *motor*. _____

Add *hocl* and *ly* to neighbor.

3. Write the word that means:

someone living close by _____

farm machine _____

a plant _____

to pound _____

a warm piece of clothing _____

a way of behaving _____

4. Write the seven words that end in *er*.

5. Write a synonym for:

basement _____

engine _____

LANGUAGE

Proofreading

You have already written several paragraphs this year. You will be asked to write many more during the year. To improve your written work and make it more enjoyable for the reader, you should proofread everything you write.

What is proofreading? Proofreading is reading, checking and correcting the mistakes in your written work.

Here is a check list you can use to proofread all your written work.

Pointers For Proofreading

Have I capitalized the first letter:

*of the first word
of the last word and
of each important word in the title?*

Have I made each paragraph tell about just one topic?

Have I indented the first line of each paragraph?

Have I started each sentence with a capital letter?

Have I used complete sentences?

*Have I capitalized the word *I* each time I have used it?*

Have I used correct punctuation?

Have I checked the spelling of difficult words?

Are my margins even on both sides of the page?

Is my writing easy to read?

A Grade 6 student wrote this report about his visit to Edmonton. Proofread it carefully. When you are sure that the report is as correct as you can make it, copy it on the lined page.

Alberta's finest city

Last summer my family and I visited Edmonton for three days. On the first day Father took us to Storyland Valley Zoo We seen wallabies, penquins and other animals we even had a ride on a stage coach

On the second day we toured the Provincial Museum and Archives. We saw many Indian artifacts and tools of Alberta's pioneers. There were also many stuffed birds and animals of Alberta. In their nature surroundings.

The third day we spent shopping. mother enjoyed the dress shops. Father shopped for a new fishing rod. The hobby store was my favorite i found an antique engine for my model train What a marvelous time we had Everyone was sorry when our holiday ended.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

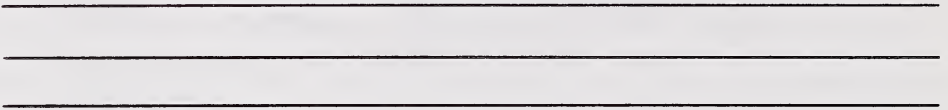
CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 7.

WRITING

Make a row of push and pull two spaces tall.



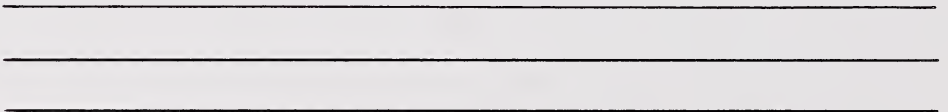
Then make a leaning telephone pole out of each push and pull by putting crossbars on each. Draw lines from one to the other for wire. Use ticks to represent birds sitting on the wires.



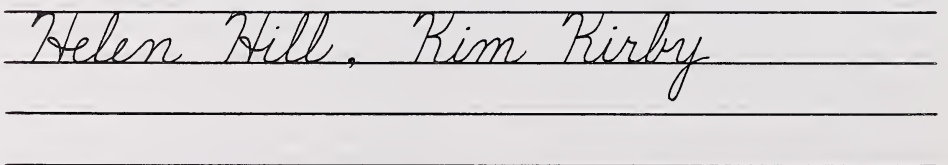
Now use ticks to begin these capital letters.



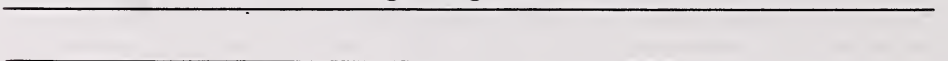
H and *K* are rather difficult to make. Try to make their curves graceful and pleasing to the eye. Trace over the examples given if you wish. Then write one row of each letter.



Write the following.



Write two more names beginning with *H* and *K*.



SECOND DAY

READING

The Secret Pitch, pages 84-92

1. I hope you enjoyed reading The Secret Pitch. Scan the story to find the part you thought most humorous. Write a sentence or two telling that part of the story in your own words.

2. In each of the following exercises give evidence from the story to support your opinion. Give sentence answers.

1. Do you think Sissy regretted being a girl?

YES ____ NO ____ REASON: _____

2. Do you think Sissy took the game of baseball seriously?

YES ____ NO ____ REASON: _____

3. Would you say she bought her way into the game?

YES ____ NO ____ REASON: _____

4. Why do you think she had to do this?

5. The narrator in the story was a boy. Do you think he is fair in his description of Sissy and her pitching?

YES _____ NO _____ REASON: _____

6. In what way might the story have been different if it had been told by a girl?

WORD SKILLS

The Three Sounds of *ea*

Look at the following sentence.

The Head Hunters were a great team.

Underline each *ea* word and read each word. Do you find that *ea* sounds different in each one? _____

Which word has the long *e* sound? _____

Which word has the short *e* sound? _____

Which word has the long *a* sound? _____

Your dictionary will show the vowel sounds for these words like this.

team ē *great* ā *head* e

1. Write the symbol that shows which vowel sound *ea* stands for in each of these words.

steak _____ dead _____ sneak _____ breathe _____

bread _____ read _____ breath _____ dream _____

leak _____ ready _____ leaf _____ beak _____

measles _____ leather _____ break _____ breast _____

2. Find the word in each line in which *ea* does not have the same sound as the other words. Write it in the space provided.

(a) seat pleat threat treaty beat _____

(b) pleasant wealth please steady health _____

(c) beak break steak great greater _____

(d) weak creak speak break leak _____

(e) tease treasure season reason easy _____

(f) cheaper cleaner cleanser steamer _____

3. Print each word neatly under the symbol which shows its *ea* vowel sound.

sweater

break

pleasure

daybreak

steak

weather

reap

already

veal

each

greatness

yeast

 \bar{e}

e

 \bar{a}

v	e	a	i				

s	w	e	a	t	e	r	

b	r	e	a	k			

LANGUAGE

Singular Nouns and Plural Nouns

In Lesson 3 you learned about common nouns and proper nouns. We use both common and proper nouns in most of our writing. Here are two lists of nouns from the report in yesterday's lesson.

1

Indians
Storyland Valley Zoo
Provincial Museum

2

pioneers
stage coach
penguins

What kind of nouns are in the first list? _____

What kind of nouns are in the second list? _____

You are correct if you said the first list contains proper nouns and the second list contains common nouns.

Here are the same words again.

1

Storyland Valley Zoo
Provincial Museum
stage coach
↓

2

Indians
pioneers
penguins
↓

SINGULAR NOUN - one

PLURAL NOUNS -
more than one

Singular nouns are nouns that name *one* person, place, thing or group.

Plural nouns are nouns that name *more than* one person, place thing or group.

The plural nouns we have looked at today were formed by adding **S** to a singular noun.

Indian
pioneer
penguin

Indians
pioneers
penguins

Not all words are made plural by adding s. Here is a guide which will help you decide how to make plural nouns from singular nouns.

A Guide for Writing Plurals

1. *Most nouns are made plural by adding s to the singular noun.*

cat - cats car - cars book - books

2. *Nouns that end in s, x, z, ch or sh are usually made plural by adding es to the singular noun.*

fox - foxes ranch - ranches glass - glasses

3. *Nouns that end in y with a consonant just before the y are usually made plural by changing y to i and adding es.*

fly - flies city - cities cry - cries

4. *Nouns that end in y with a vowel just before the y are usually made plural by adding s to the singular noun.*

monkey - monkeys boy - boys way - ways

5. *Nouns that end in o are often made plural by adding s to the singular noun.*

photo - photos banjo - banjos Eskimo - Eskimos

Some nouns that end in o are made plural by adding es.

potato - potatoes hero - heroes motto - mottoes

6. *Nouns that end in f or fe are usually made plural by changing the f or fe to ves.*

half - halves calf - calves life - lives

Some exceptions are

sheriff - sheriffs chief - chiefs roof - roofs

7. *Some nouns are made plural by changing letters inside the word or by adding some ending other than s to the singular noun.*

mouse - mice goose - geese woman - women

ox - oxen child - children

8. *In some nouns the singular and plural forms are the same.*

swine - swine moose - moose deer - deer

9. *Some nouns have two correct plural forms.*

scarf - scarfs or scarves

fish - fish or fishes

1. Write the plural form of each noun below. Then write the number of the rule in the guide you used to make it plural. You may need to use your dictionary.

SINGULAR	PLURAL	GUIDE NUMBER
book	_____	_____
puppy	_____	_____
sheep	_____	_____
child	_____	_____
echo	_____	_____
tooth	_____	_____
country	_____	_____
piano	_____	_____
donkey	_____	_____
tomato	_____	_____
wolf	_____	_____
roof	_____	_____
army	_____	_____
foot	_____	_____
dwarf	_____	_____
sash	_____	_____
goose	_____	_____
rodeo	_____	_____
giraffe	_____	_____
candy	_____	_____

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 7.

THIRD DAY

READING

The Secret Pitch, pages 84-92

When a story is told by someone who is one of the characters, as in The Secret Pitch, it is a first person story. You have read two other first person stories in your reader. They were Henry Has an Idea and The Singing Cave.

In The Secret Pitch, the narrator, (*I*), is not the main character.

1. Is the narrator the main character

- in Henry Has an Idea? _____

- in The Singing Cave? _____

2. Which two first person stories are humorous?

_____ and _____

3. What is the main difference in the way in which Henry Has an Idea and The Secret Pitch are written? Write your answer in a complete sentence.

4. How does the mood of The Singing Cave differ from the moods of the other two first person stories?

SPELLING

1. Study the words you had incorrect on your pretest.
2. Which two spelling words have the long *o* vowel sound?

3. Which word contains four syllables? _____
4. Write two words that rhyme with *sailor*.

_____ Must these words end
in *or*? _____

5. Write a double *t* word that rhymes with sweater.
- _____
6. Write a sentence in which you use one of your spelling words as a verb.

7. Which word is a slang expression for a penny or a cent?

8. Which word is part of a game or someone who checks?

9. Find the word *plover* in your dictionary. What is a plover?

Write *plover* here showing its pronunciation. _____

Write *clover* here showing its pronunciation. _____

10. Two words which are pronounced the same but have different meanings are called *homonyms*. Write the *homonym* of *collar*.

LANGUAGE

How Nouns Show Possession

Nouns may show ownership or possession by adding an apostrophe (*ə pŏs trə fē*) and *s*, (*'s*), or by adding only an apostrophe, (*'*). Look at the examples below to see how a singular noun can be made to show possession.

his *dog*

her *friend*

his *dog's* dish

her *friend's* books

By adding an apostrophe and *s*, the singular noun, *dog*, becomes a singular possessive noun, *dog's*.

By adding an apostrophe and *s*, the singular noun, *friend*, becomes a singular possessive noun, *friend's*.

Look at the examples below to see how a plural noun can be made to show possession.

his *dogs*

the *children*

his *dogs'* dishes

the *children's* toys

By adding an apostrophe only, the plural noun *dogs* becomes the plural possessive noun, *dogs'*.

By adding an apostrophe and *s*, the plural noun *children* becomes the plural possessive noun *children's*.

Try to remember these rules for forming possessive nouns.

1. Use an apostrophe and *s* (*'s*) to show possession of:

- singular nouns that do not end in *s*. → the dog's dish
John's car
- singular nouns that end in *ss* → princess's crown
class's program
- plural nouns that do not end in *s* → children's books
women's shoes

2. Use an apostrophe (') only to show possession of:

- *singular nouns that end with one s* → Charles' car
James' calculator
- *plural nouns that end in s* → trains' passengers
ladies' purses

1. Write the singular possessive form of each of the following nouns.

witch	the	<u>witch's</u>	black cat
cook	the	_____	kitchen
bus	the	_____	passengers
donkey	the	_____	tail
woman	the	_____	house
dress	the	_____	collar
calf	the	_____	trough
hero	the	_____	bravery
brother	my	_____	friend
aunt	my	_____	relatives

2. Write the possessive form of each plural noun.

geese	the	<u>geese's</u>	wings
mice	the	_____	cages
heroes	the	_____	medals
reindeer	the	_____	noses
monkeys	the	_____	tails
salesmen	the	_____	cars

doctors	the	_____	patients
chickens	the	_____	eggs
oxen	the	_____	yoke
settlers	the	_____	cabins

3. Write a sentence using each noun in the form that is indicated in parentheses.

1. elf (*plural possessive*) _____

2. sheep (*singular possessive*) _____

3. man (*plural*) _____

4. wolf (*plural possessive*) _____

5. reindeer (*singular*) _____

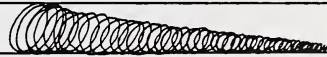
WRITING

Let's check up on how you hold your pen. Ask yourself:

- Am I holding my pen with my thumb and second finger?
- Does my first finger rest lightly on top of my pen?
- Do I glide on the nails of the last two fingers of my right hand?

To test whether you are holding your pen too tightly or not, ask your supervisor to grasp the top of it and take it from your hand. She should be able to take the pen from you easily without pulling. If she has to pull, that shows you need to hold it more loosely.

Loosen your arm by making some disappearing ovals.



Capital letters should be easy to read, simple, and artistic. Practice writing the names of Canada's four western provinces and their capitals. Write your final copy in the space provided. Leave a space between each line of writing.

Victoria, British Columbia

Edmonton, Alberta

Regina, Saskatchewan

Winnipeg, Manitoba

FOURTH DAY

READING

The Secret Pitch, pages 84-92

In writing his story, Earl Chapin has used several slang or colloquial expressions. Do you think this informal style of writing suits this kind of story? _____ Is it appropriate in all kinds of writing? _____ In a sentence tell why you think they are or are not appropriate in all kinds of writing.

1. In each of the following passages write a synonym to replace the slang expression which is in italics.

Page 85 - tried to *shush* her (_____)

Page 86 - a pretty *seedy* looking outfit (_____)

Page 87 - Paul got *rattled* (_____)

Page 88 - Fats began to *come unravelled* (_____)

Page 91 - tossed a real *blooper* (_____)

2. With how many different kinds of sports are you familiar?

Match the sports below with the paragraphs on page 21 of your Think-and-Do Book which describe them. Write each sport under the correct paragraph.

football

baseball

tennis

rowing

swimming

golf

hockey

basketball

Underline the words in each paragraph which give you your clues.

3. Sports have added many new meanings to our language. Test your baseball vocabulary by answering the following questions.

1. If a player bunts the ball does he hit it hard? _____

2. If a player hits a single he makes it to first base. To which base does he make it if he hits a double? _____
a triple? _____

3. If there is a player on first and a player on second and the batter hits the ball to third base for a force out; which player is forced out?

4. Why does a player not like to be fanned in a baseball game?

WORD SKILLS

Vowel Sounds of *ei* and *ie*

Look at the four words written below.

seize *ei* \bar{e}

field *ie* \bar{e}

weight *ei* \bar{a}

fried *ie* \bar{i}

The vowel pattern in *seize* is *ei*

The vowel sound in *seize* is \bar{e}

The vowel pattern in *weight* is *ei*

The vowel sound in *weight* is \bar{a}

The vowel pattern in *field* is *ie*

The vowel sound in *field* is \bar{e}

The vowel pattern in *fried* is *ie*

The vowel sound in *fried* is \bar{i}

The sounds *ei* can represent are

long \bar{e} and long \bar{a} .

The sounds *ie* can represent are

long \bar{e} and long \bar{i} .

1. One of the words in each row contains a different vowel sound than the other two. Underline the word and the symbol that shows the vowel sound it contains. Circle the symbol that shows the vowel sound found in the other two words.

1. field shield cried

\bar{a} \bar{e} \bar{i}

2. die brief dried

\bar{a} \bar{e} \bar{i}

3. ceiling veil sleigh

\bar{a} \bar{e} \bar{i}

4. receive niece weigh

\bar{a} \bar{e} \bar{i}

5. piece thief lie

\bar{a} \bar{e} \bar{i}

6. chief grief tried

\bar{a} \bar{e} \bar{i}

7.	supplies	field	flies	ā	ē	ī
8.	seizure	weight	neighbor	ā	ē	ī
9.	rein	receipt	vein	ā	ē	ī
10.	deceit	conceive	sleigh	ā	ē	ī

2. Each word in the list at the left rhymes with one of the words at the right. Copy each word under the word with which it rhymes.

	tries	cried	enemies
spies	_____	_____	_____
eyed	_____	_____	_____
energies	_____	_____	_____
denied	_____	_____	_____
allergies	_____	_____	_____
pried	_____	_____	_____
relies	_____	_____	_____
trapeze	_____	_____	_____
lied	_____	_____	_____
exercise	_____	_____	_____
seize	_____	_____	_____
inside	_____	_____	_____
prize	_____	_____	_____
memories	_____	_____	_____

SEND FOR CORRECTION

3. On the line beside each word write another word that sounds exactly the same.

sleigh _____	reign _____
piece _____	weigh _____
weight _____	seize _____
lie _____	eight _____

4. Write an *ei* or *ie* word beginning with these letters.

a	<u>alien</u>
b	_____
c	_____
d	_____
e	_____
f	_____
g	_____
h	_____
l	_____
r	_____
n	_____

FIFTH DAY

READING

There Isn't Time - page 93

Have you ever felt that time drags and you wish that you could think of something to do? In our poem today the speaker expresses a different point of view. She feels there is not enough time to do all the things she would like to do.

Before reading today's selection think for a moment about the many places and the people you have visited through the stories in your reader. Although the people are in many ways different from you, you have encountered many with problems or aspirations that are similar to your own or those of people you know. As you think about these things, ask yourself, "Have we been to all the places there are to go?" "Have we met all the people there are to meet?"

1. Look at the illustration. How does it tie in with the theme of this unit?

2. Read the poem to find out all the things the speaker would like to do.

Why does the speaker feel she hasn't enough time?

Do you think anyone would ever have time to do all the things that the speaker wishes to do? _____ Why do you think this?

What does the speaker intend to do with the time she has?

3. Read the poem once more to yourself. Do you get the feeling that the speaker is in a great hurry? _____ What is there about the style of writing that gives you this feeling? (The clue is in the number of lines and the number of sentences in the poem.)

Read the poem aloud to your supervisor.

4. Think of a time when you have been doing something you really enjoyed. At times like this the hours seem to fly by. Write a paragraph or a poem telling your teacher about it. Give your writing a title.

SPELLING

As your supervisor says each word, write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

Proofread the paragraph you wrote last day using the Pointers for Proofreading on pages 5 and 6 of this lesson. Be sure also that plural nouns are spelled correctly. Does your paragraph contain any possessive nouns? _____ If so, be sure they are correctly spelled and that all the apostrophes are in their correct places. Make your proofread copy as near perfect as you can. By looking at your first paragraph and your proof written copy your teacher will be able to see what a good job you have done of checking up on yourself.

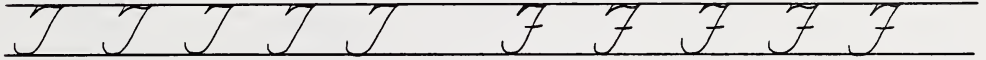
SEND FOR CORRECTION

WRITING

Loosen your arm by making a row of left ovals.



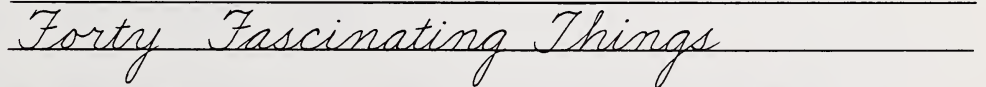
Today practice two letters which have a double curve for backs.
Write a line of each.



Then write two lines of these words.



Write this title twice.



SELF-CORRECTING EXERCISES FOR LESSON 7

pages 3, 4

SPELLING

1. 6 words that end with or.
sailor, elevator, janitor, tractor, motor, neighbor
2. motorist
neighborhood, neighborly
3. neighbor sweater
tractor manner
clover
hammer
4. 7 words end with er.
checker copper hammer
clover manner
ladder sweater
5. cellar, motor

page 6

Alberta's Finest City

Last summer my family and I visited Edmonton for three days. On the first day Father took us to Storyland Valley Zoo. We saw wallabies, penguins and other animals. We even had a ride on a stagecoach.

On the second day we toured the Provincial Museum and Archives. We saw many Indian artifacts and tools of Alberta's pioneers. There were also many stuffed birds and animals of Alberta in their natural surroundings.

The third day we went shopping. Mother enjoyed the dress shops. Father shopped for a new fishing rod. The hobby store was my favorite. I found an antique engine for my model train. What a marvelous time we had! Everyone was sorry when our holiday ended.

pages 11, 12

WORD SKILLS

Lesson 7

long e sound - team
short e sound - head
long a sound - great

1. Write the symbol that shows what the vowel sound ea stands for in each of these words.

steak	<u>ā</u>	dead	<u>e</u>	sneak	<u>ē</u>	breathe	<u>ē</u>
bread	<u>e</u>	read	<u>ē</u> or <u>e</u>	breath	<u>e</u>	dream	<u>ē</u>
leak	<u>ē</u>	ready	<u>e</u>	leaf	<u>ē</u>	beak	<u>ē</u>
measles	<u>ē</u>	leather	<u>e</u>	break	<u>ā</u>	breast	<u>e</u>

2. Find the word in each line in which ea does not have the same sound as the other words. Write it in the space provided.

- (a) seat, pleat, threat, treaty, beat threat
- (b) pleasant, wealth, please, steady, health please
- (c) beak, break, steak, great, greater beak
- (d) weak, creak, speak, break, leak break
- (e) tease, treasure, season, reason, easy treasure
- (f) cheaper, cleaner, cleanser, steamer cleanser

3.

ē e ā

v	e	a	l	s	w	e	a	t	e	r	b	r	e	a	k						
	e	a	c			w	e	a	t	h	s	t	e	a	k						
r	e	a	p		p	l	e	a	s	u	r	e	g	r	e	a	t	n	e	s	s
y	e	a	s	t	a	l	r	e	a	d	y		d	a	y	b	r	e	a	k	

page 16

LANGUAGE

Lesson 7

Plural Form	Guide Number	Plural Form	Guide Number
books	1	tomatoes	5
puppies	3	wolves	6
sheep	8	roofs	1
children	7	armies	3
echoes	5	feet	7
teeth	7	dwarves	9 or dwarfs 9
countries	3	sashes	2
pianos	5	geese	7
donkeys	4	rodeos	1 or 5
		giraffes	1
		candies	3

Page 19

2. clover, motor
3. el e va tor
4. jailor, tailor yes
5. letter or better or wetter or setter
6. He will motor home for the weekend.
The dog catcher collared the stray dog.
I can hammer nails all day.
7. copper
8. checker
9. plover - a type of shore bird
pluv'ər or plō'vər, klō'vər
10. collar - caller

Lesson 7 pages to be SENT FOR CORRECTION

Reading	pages 1, 2, 9, 10, 17, 18, 24, 30, 31
Writing	pages 8, 34
Language	pages 21, 22, 29, 33
Word Skills	pages 26, 27, 28
Spelling	page 32

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Apply Lesson Label Here

Signature

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

They Came To Canada

Today you will begin a brand new unit in your reader. In this section you will read of several pioneer families and their reasons for coming to the New World. You will also learn many things about the conditions in the countries from which these story book characters came.

Read the poem Legend on pages 94 and 95.

1. What do you think the title means?

2. What do the first two sentences mean to you?

3. The legends mentioned correspond to stages in Canada's history. Read the last eleven lines. The past is kept alive and linked to the present by authors who will take time to put into writing, stories that have been told to them by pioneers. These stories of different people form an interesting heritage for all Canadians.

The theme of this unit is immigration to Canada. Look at the design on pages 94 and 95. Do you think it is a suitable design for the introduction of this unit? _____ Tell in your own words what the illustration suggests to you.

4. Why do people leave countries where their families have lived for generations, to come to a strange land? Tell what reasons you think people might have for doing this.

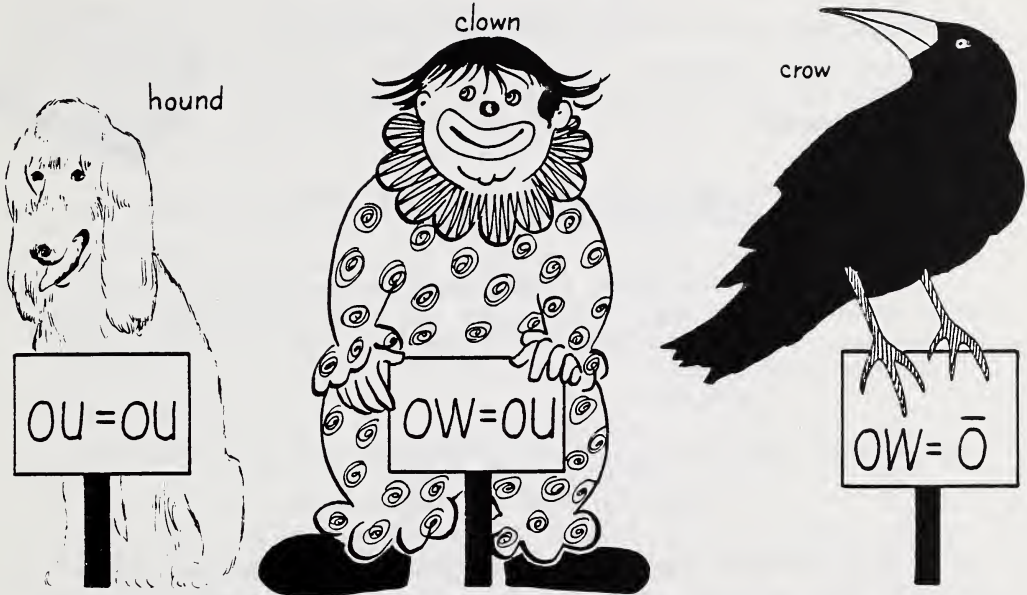
OR

Ask your parents to tell you about their parents' or grandparents' reasons for emigrating to Canada. Write their reasons for coming. Be sure to tell from which country they came.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

SPELLING

More Vowel Sounds



clown	slow	around
power	marrow	amount
shower	willow	surround
bowel	follow	count
vowel	below	hound
	allow	mountain

1. Say each of your spelling words. Which 2 vowel sounds do you hear?

2. Give two spellings of the *ou* vowel sound .

3. Which other vowel sound can *ow* have? _____
Study your words.

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 8.

LANGUAGE

The Library and How to Use It

Would you like to be an astronaut some day?

Would you like to read about the Titanic or the Hindenburg?

Perhaps you would like to learn more about the Mayans or other early civilizations.

To find out more about a topic that interests you, all you need to do is to find the right book, open the cover and begin to read...



How To Find the Right Book

If you live in a city you probably use a very large library. If you live near a small town, perhaps you go to a smaller library - maybe even a bookmobile.

Some libraries are very large and hold many books. Some are very much smaller.

Whether the library you use is large or small, the books will be arranged into two main groups.

1. FICTION - books that tell stories
2. NON FICTION - books that contain facts

In order to make the best use of a library you must know how the books are arranged. When you know this, it is easy to find the book you want.

The Dewey Decimal System

A man named Melvin Dewey thought of a system for grouping books by subject. Today his plan is used in many different libraries. It is called the *Dewey Decimal System of Classification*.

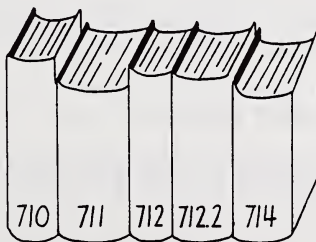
In the Dewey Decimal System all the books except storybooks (fiction) are divided into ten main classes. Each class has a *general classification number*. All the books that belong in this class are marked with the same number and placed together on the library shelves.

Dewey Decimal Classifications

- 000 - 099 - *General Works*, (magazines, newspapers, encyclopedias)
- 100 - 199 - *Philosophy* (psychology, logic)
- 200 - 299 - *Religion* (religions, bibles, churches, mythology)
- 300 - 399 - *Social Sciences* (political science, customs, education, law)
- 400 - 499 - *Language* (American, English, Germanic)
- 500 - 599 - *Science* (earth sciences, biology, chemistry, physics, mathematics)
- 600 - 699 - *Technology - Applied Science* (agriculture, engineering, aeronautics, medical science)
- 700 - 799 - *The Arts* (architecture, music, painting, photography, recreation, sculpture)
- 800 - 899 - *Literature* (American, English, French; prose, plays, poetry)
- 900 - 999 - *History* (American, ancient, Asian; biography, geography, travels, archaeology)

Libraries which have many books divide each class into divisions. Each division has a number. These numbers are printed on the books' spines and are known as the *class numbers* of the books.

1. Look at this sample library shelf.



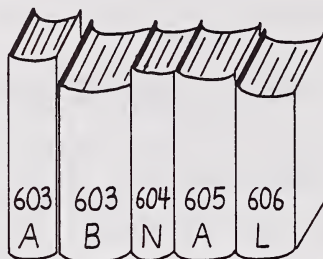
Notice that these books are arranged according to their class numbers.

What general topic would be discussed in these books?

Check your answer at the bottom of page 6.

When the first letter of the author's last name is placed below the class number, it forms the *call number* of the book.

The books on this library shelf are arranged according to their call numbers.



2. Look at the book titles below. In which class should each of these non fiction books be placed according to the Dewey Decimal System? Write the classification number in the space in front of each.

_____ Language Comes Alive by Charles Rittenhouse
_____ Encyclopedia Britannica
_____ Mythology by Edith Hamilton
_____ The Igoo of Southeast Nigeria by Victor Uchendu
_____ A Short History of Australia by Manning Clark
_____ Easy English Exercises by Riddlestarger and Stillwagon

Check your work before you go on.

2. 400-499, 000-099, 200-299, 300-399, 900-999, 400-499

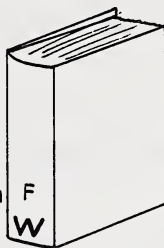
Books such as encyclopedias and almanacs are called *reference books*. An *r* is placed before the class number on the spine. Reference books are usually kept together in a handy place in the library.

Answer to question 1, bottom of page 5.

The Arts (architecture, music, painting, photography, recreation, sculpture)

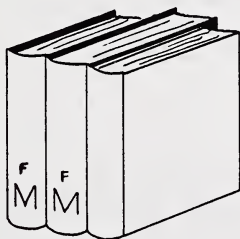
Storybooks are arranged in alphabetical order according to the author's last name. The first letter or letters of the author's last name are placed on the spine of a fiction book.

Example: E. B. White



To show that the book is fiction, the letter F is placed above the author's initial.

Sometimes a library has many books by the same author. These books are arranged in alphabetical order according to their titles.



Books of fiction are placed together in a special area of the library.

1. Here is a list of fiction which you might find on a library shelf. Arrange the books in alphabetical order according to the author's last name. Show that the listed books are fiction. The first one is done for you.

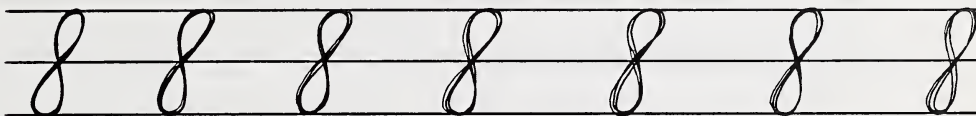
Do this now

8								
1. <i>A Whale for the Killing</i> by Farley Mowatt								
2. <i>Owls in the Family</i> by Farley Mowatt								
3. <i>Mr. Revere and I</i> by Robert Lawson								
4. <i>Anne of Green Gables</i> by L. M. Montgomery								
5. <i>Chronicles of Avonlea</i> by L. M. Montgomery								
6. <i>Hundred Dresses</i> by Eleanor Estes								
7. <i>Ben and Me</i> by Robert Lawson								
8. <i>Twenty and Ten</i> by Claire Bishop								
9. <i>Never Cry Wolf</i> by Farley Mowatt								
F B								

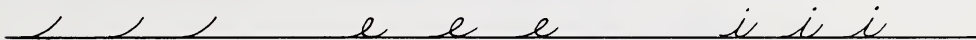
WRITING

Are your arm muscles relaxed? Do you try to write more with your arm than with your fingers? If you can, your arm will not tire so easily.

Loosen up by writing a row of crossed loops like these.



Practice letters *e* and *i*. Be sure to put on finishing strokes. Then write one line of each in the space provided.

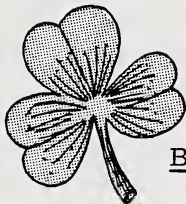


Write two lines of these words.

ear, inn, indeed, interesting

Then write this sentence.

The letter in most frequent use is
letter e.



SECOND DAY

READING

Blight! - pages 96-113



Locate Ireland on your large map. You will remember its location from the story, The Singing Cave, which you read in Lesson 2.

Today's story takes you back to the early days in Ireland. About 150 years ago, many of the Irish people were farmers who made a living growing potatoes. When the potato crop failed, people had nothing to eat and nothing to sell to get food. Many people died of starvation.

The government of Britain tried to help these poor people by arranging for and by encouraging emigration to the New World.

The characters in today's story emigrated to Canada after many of their friends and relatives starved to death as a result of the potato crop failure.

Look at the map of Ireland again. Find the city of Limerick. Write Timothy's name on the map in this area.



Read the end of page 106.

Find the meaning of the word blight in your Glossary.

1. Why do you think the author chose the name Blight! as the title of the story? (Note the punctuation after the word.)

WORD SKILLS

Long and Short *o* Sounds

Look at the following pairs of words. Say them to yourself and listen for the vowel sound.

*crock - croak**poke - Polly**hobo - hobble**topic - toes*

1. Write the words which have the long *ō* sound.

2. Write the words which have the short *o* sound.

3. In a syllable with two vowels side by side the long sound is given to the _____ vowel.

4. In a syllable with a consonant, vowel, consonant, the vowel usually has the _____ sound.

5. Circle the short *o* sound in these words. Place this mark - over the long *o* sound in these words.

cōach

hose

lōft

coachman

clothes

token

dough

roast

dollar

problem

bother

postman

boss

enclose

bronze

response

ocean

proper

6. Write a word which contains the \bar{o} sound to replace the underlined word in each sentence.

Some people like to brag.

boast

Mother cooked a piece of beef for dinner.

For breakfast I like crisp bread and jam.

Be sure you shut the door behind you.

Do not throw rocks at the birds.

I like to explore the sea shore.

7. Replace each underlined word with a word containing a short o sound.

Our teacher read us a lengthy story.

The children worked together to find answers to their questions.

The cowboy tied his horse's feet so it wouldn't stray.

My grandfather raises swine on his farm.

We will likely go to Lake Isle for our holidays.

Indian tipis were often seen near the river.

8. Each word below contains two sounds represented by o . After each word mark the two o 's to show which sound the first and second o represent.

logrolling	$\overset{\vee}{o}$	\bar{o}	bronco	o	o
hobo	o	o	mottos	o	o
crockpot	o	o	photo	o	o
snowblower	o	o	mobile home	o	o

LANGUAGE

Using the Card Catalogue

The *card catalogue* is the *index* of the library. Just as the index of a book tells you what information may be found in a book, the card catalogue tells you what books may be found in the library and where they may be found.

The card catalogue is a set of drawers containing cards arranged alphabetically by the first line on the card. The card catalogue contains at least three cards for every book in the library.

The *AUTHOR CARD* has the author's name on the top line of the card. This card helps people to find a book by a certain author.

970.1 White, Ann Terry
w

All About Archaeology
Random c 1959
(Allabout books)

On the second line of the *author card* is the title of the book. If the library has more than one book by an author, the author cards are arranged alphabetically by the first word of the title.

All about Archaeology
J913 White, Ann Terry

w All About Archaeology
Random c 1959
(Allabout books)

The *TITLE CARD* is made with the title of the book on the top line. This card helps us find a book if we know the title of the book but not the name of the author. Titles that begin with *The*, *A*, or *An* are arranged alphabetically according to the second word of the title.

ARCHAEOLOGY
J913 White, Ann Terry

All About Archaeology
Random c 1959
(Allabout books)

The *SUBJECT CARD* has the subject of the book printed on the top line of the card. This card is useful when you want to find a book about a certain subject, but do not know the author or the title.

The subject may be written in capital letters or underlined in red to set it apart from a title.

Did you notice that all three cards contain nearly the same information only arranged differently?

1. Look at the *TITLE CARD* below. Then make a *SUBJECT CARD* and an *AUTHOR CARD* for the same book. If you are not sure how to complete this exercise, read page 13 again.

Fun with Chemistry

540 Freeman, Mae and Ira
F Fun with Chemistry
Random c 1944

SUBJECT CARD

AUTHOR CARD

A card catalogue may have many drawers or only a few. The number of drawers and cards depends on the number of books in the library.

The card catalogue shown below holds all the cards from a small library. Notice that each drawer of the card catalogue has a label. The *label* tells which part of the alphabet may be found in each drawer.

The first drawer contains all the *author* cards, *title* cards and *subject* cards that begin with A, B and C. The second drawer contains all the cards that begin with D, E and F.

A - C	G - K	O - T
D - F	L - N	U - Z

2. In which drawer of the card catalogue on page 14 would you find the *author* card, the *title* card and the *subject* card for each book? Write the label of the drawer in the proper space. The first one has been done for you.

	Author	Title	Subject
1. Language for Boys and Girls - J.P. Duncan	<u>D-F</u>	<u>L-N</u>	<u>L-N</u>
2. Enjoying Music - P.O. Snyder	_____	_____	_____
3. Ancient History - J. Hanson	_____	_____	_____
4. Keeping Healthy - - M.L. Andrews	_____	_____	_____
5. All About Dinosaurs - J. Petrie	_____	_____	_____
6. The Complete Book of Horses - J.L. Rennie	_____	_____	_____
7. Experiments in Chemistry - J.M. Watt	_____	_____	_____
8. Learning to Read - P.R. Ames	_____	_____	_____
9. Unusual Mammals - B. Thorn	_____	_____	_____
10. The Beautiful Rocky Mountains - S. Zenyk.	_____	_____	_____

THIRD DAY

READING

Blight! - pages 96-113

In yesterday's reading exercise you met Timothy O'Toole and his family who lived near Limerick in Ireland. Scan the story to page 107. Then finish reading to the end of page 113.

Answer the following. Give your answers in good, complete sentences.

1. Describe the O'Toole family's attitude before the blight came in 1846.

2. Why did the family try to be cheerful after the first blight struck?

3. How old was Timothy at the beginning of the story? _____
Did Timothy seem more like a man or a boy? Find evidence in the story to support your answer.

4. How did the members of the O'Toole family show concern for one another?

SPELLING

1. Write the six *ow* words from your spelling list which have the *ou* vowel sound.

_____	_____	_____
_____	_____	_____

2. Add *ing* to *clown*

Add *ance* to *allow*

Add *ful* to *power*

3. Write the six words in which the *ou* vowel sound is spelled *ou*.

_____	_____	_____
_____	_____	_____

4. Write the five words in which the \bar{o} sound is spelled *ow*.

_____	_____	_____
_____	_____	_____

Check in your dictionary. Then draw lines between the syllables.

5. Write *hound*. _____ Make new words by changing *h* to *b*, *f*, *m*, *p* and *r*.

_____	_____	_____
_____	_____	_____

6. Write the spelling words which mean

to bathe _____

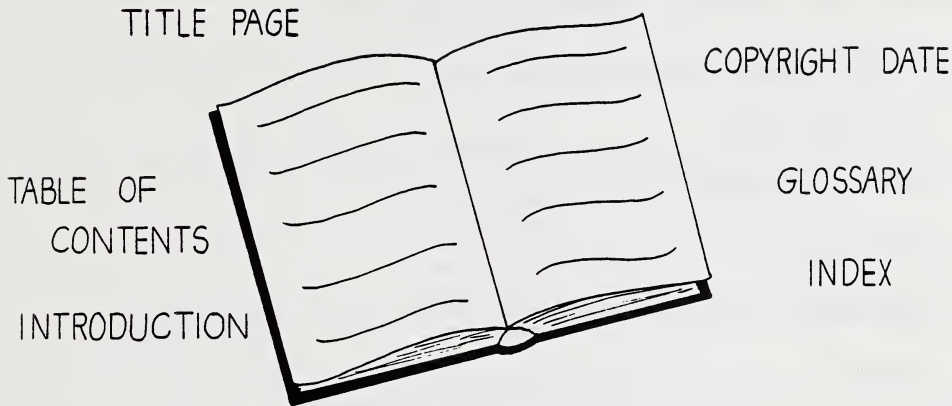
to enclose _____

to permit _____

7. Trial Test - Study the words you spelled incorrectly on your trial test or any that you had to puzzle over.

LANGUAGE

The Parts of a Book



A book is much more useful to us if we know its parts and how to use them. Most books contain these six parts:

1. The *TITLE PAGE* is near the front of the book. On the title page you will find:
 - the title of the book.
 - the name of the author.
 - the place of publication.
 - the name of the publisher.
2. The *COPYRIGHT DATE* shows when the book was first published. It is found on the back of the title page.
3. The *TABLE OF CONTENTS* usually follows the copyright page. It lists the names and page numbers of the units, chapters or stories in the book.
4. The *INTRODUCTION* tells about the subject of the book.
5. The *GLOSSARY* is near the end of a book. It is a list of difficult or unusual words found in the book and gives their definitions and pronunciations.

6. The *INDEX* is at the end of a book. It lists the main topics of the book in alphabetical order. Page numbers are given for each topic. Only non-fiction books have indexes.

1. Examine your reader. Does Cavalcades have

a title page? _____

copyright date? _____

table of contents? _____

introduction? _____

glossary? _____

index? _____

2. What picture is on the title page?

3. What is the copyright date? _____

4. Find the table of contents. The name of Unit I is This World of Men.

5. Write the names of units two to seven.

6. What is Unit 2 about?

7. How long is Unit 3?

8. Which unit is about a country in the southern hemisphere?

9. Which unit do you think will be most interesting? Tell why you think this.

10. Why does Cavalcades not have an index?

WRITING

Check your sitting position.

- Are you sitting up straight?
- Are you leaning forward from the hips?
- Is your head up?
- Are your feet flat on the floor?

Loosen up by writing a row of continuous left ovals.



Two letters often confused are *a* and *o*. Letter *a* comes down to the line to finish, letter *o* does not.

Handwriting practice showing the letters 'o' and 'a' on a set of three horizontal lines. The 'o's are written with a single loop that does not touch the bottom line. The 'a's are written with a single loop that touches the bottom line. The letters are written in a cursive style.

Write a line of *o*, a line of *a*, a line of *o* and *a* in threes.

Write a line of these words.

Handwriting practice showing the words 'an', 'oats', and 'roan' written in cursive on a set of three horizontal lines. The words are written in a cursive style.

FOURTH DAY

READING

Blight! - pages 96-113

The potato famine in Ireland makes the O'Toole family decide to emigrate to Canada. Scan the last half of the story so that you will be familiar with the events leading up to this difficult decision.

Do the following. Write sentence answers.

1. Study the picture on page 97. Then look at the smaller picture on page 104. How does the atmosphere of the two pictures differ?

2. How did Father Gorman help the family?

3. Why were Timothy's father and mother able to succeed in Canada?

4. Who is the narrator in the story? _____
What character traits does he have that will help him to be successful in a new country?

5. Many people emigrated to Canada from Ireland during the potato famine of the 1840's. Before this time there were not more than a million people in all of Canada. How many times larger is Canada's population now?

6. What do you think the O'Toole family would contribute to Canada that would make it a good country in which to live?

7. Why did Canada need new settlers like the O'Tooles in the middle of the nineteenth century?

8. Do you think the O'Toole family retained many of their Irish customs? _____ Read the last three paragraphs of the story. Write two customs which are mentioned there.

1. _____

2. _____

WORD SKILLS

The Four Sounds of *u*

The vowel *u* can represent four different sounds.

1. *ū* as in *juice music cute*

2. *u* as in *cup butter dull*

3. *ü* as in *rule rumor truth*

4. *û* as in *full put bull*

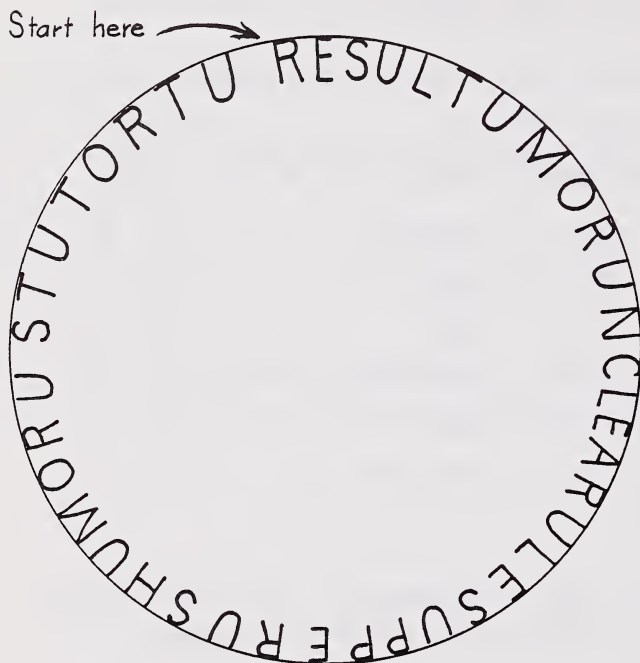
1. Circle the symbol for the sound *u* represents in each word.

tuna	ū	u	û	ü	pollution	ū	u	û	ü
bluebird	ū	u	û	ü	pupil	ū	u	û	ü
battered	ū	u	û	ü	truth	ū	u	û	ü
disputed	ū	u	û	ü	gruesome	ū	u	û	ü
cutest	ū	u	û	ü	glue	ū	u	û	ü
crush	ū	u	û	ü	bus stop	ū	u	û	ü

2. In each word below, the vowel *u* is missing. Add *u* to complete each word. Mark each *u* to show the sound it represents.

comp__ter	incl__de	resc__e
cr__sh	cr__tch	__nite
cl__e	sal__te	c__stard
perf__me	h__sh	val__e
intr__de	__seful	p__ssycat
p__ll	caref__l	m__scle
dr__mmer	p__sh	r__sh

3. Find 12 words containing *u* hidden in this circle? Write them in the order in which you find them. After each word show its *u* sound.



1. result u
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

LANGUAGE

Sharing Books

Tell me two ways you can share what you read.

Here are two ways I like to share what I have read. Did you think of these two ways?

1. tell stories (oral reports)
2. write stories (book reviews and reports)

Telling Stories

In early times before there were books or newspapers, the only means of sharing important happenings was to tell about them. Storytelling was so important that people were trained in this art. In this way stories of important events were passed from one generation to the next.

In England and some European countries troubadours (travelling entertainers) went from town to town singing and telling stories of adventures and brave deeds. They also brought new ideas from one part of the country to another.

The early Indians of Alberta had their storytellers too. After a successful hunt or battle the tribe would sit around the campfire and listen while the brave warriors told of their heroic deeds.

Today we depend on radio, television and newspapers to keep us up to date on what is happening, but many people still enjoy storytelling. Most of us enjoy listening to a story if it is told well. Think of a book you have read or a movie you have seen that was so exciting you could hardly wait to tell your friends about it. Will the story sound as interesting to your friend as you would like it to? Will it make him want to read the book or see the movie? Your friend will enjoy your story more if you follow these rules.

Storytelling Guide

1. Tell the name of the book or movie and who wrote it.
2. Be sure to start your story with an interesting topic sentence.
3. Tell one exciting part of the story.
4. Use colorful adjectives and verbs.
5. Use conversation.
6. Keep the events of the story in order.
7. When telling a story about a book, read a paragraph or two to illustrate an especially exciting part.
8. Be sure your voice shows your enthusiasm.
9. End your story with an interesting sentence.
10. Tell where the book may be bought or where the movie may be seen.

Using the above guide, give an oral report on a book you have enjoyed. Your supervisor will be your audience. Do your very best, but most important make your voice show your enthusiasm.

Note to supervisor - Please give your impression of how the child mastered the oral report according to the 10 rules given in the guide. Circle the mark which you feel the student has earned.

1.	poor	fair	average	good	very good
2.	poor	fair	average	good	very good
3.	poor	fair	average	good	very good
4.	poor	fair	average	good	very good
5.	poor	fair	average	good	very good
6.	poor	fair	average	good	very good
7.	poor	fair	average	good	very good
8.	poor	fair	average	good	very good
9.	poor	fair	average	good	very good
10.	poor	fair	average	good	very good

Name of book or story: _____

General Comments: _____

Supervisor's Signature

READING

1. This story differs from the stories in Unit I because it is based on an actual event of the past. Which events in the story do you think actually happened?

2. Pick two of the following subjects and tell what you have learned about each from this author.

homelife in Ireland in the 1800's

3. What types of reference books do you think the author used to get information about life in Ireland more than one hundred years ago?

4. Would a story about life in another country today require more or less research than a story about the past? _____
Why do you think this?

5. Read the story A Remarkable Root on pages 24 and 25 of your Think-and-Do Book. Complete the exercise on pages 25 and 26 following the instructions given.

SPELLING

As your supervisor says each word write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

Show your teacher what you have learned about using a library by completing the following exercises.

1. A man named Melvin Dewey developed a method of grouping books by subject. This plan is called the

2. In The Dewey Decimal System all books except

are divided into ten main classes.
3. The books in each class are arranged according to their numbers. The numbers printed on the spine of each book are called

4. The class number with the first initial of the author's last name placed below it makes up the

 of a book.
5. Storybooks or fiction are arranged

 according to

.
6. If a library has more than one story book by the same author all the books by this author are arranged

 according to their

.
7. In many libraries an F is placed above the author's initial on some books. What does the F tell us about that book?

8. Name one kind of book that would be classed as a reference book.

9. By looking at the spine of a book, how might you know if it is a reference book?

10. Write a class number which you might find on the back of each of these kinds of books.

a book about history _____

an encyclopedia _____

a book about Norse gods _____

a book of poetry _____

a book about agriculture _____

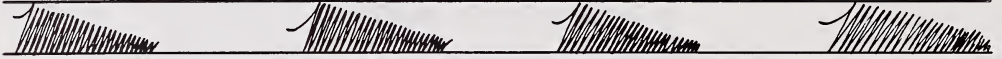
11. What is a card catalogue?

12. For every book in the library there will be three cards in the card catalogue. What are these three cards called?

_____ and _____

WRITING

To loosen up, do a row of disappearing push and pull.

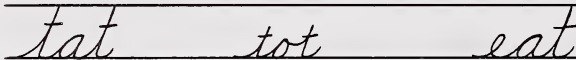


The initial letter (first letter) most often used is letter *t*. Practice *t*. It may be a whole space tall or two thirds of a space, whichever you prefer.



Write a line of *t* and a line of *T* in threes.

Write a line of each of these words. Always cross *t* with a straight line.



Write ten words that begin with *t*.

SELF-CORRECTING EXERCISES FOR LESSON 8

page 3

SPELLING

1. ou, ō
2. ow, ou
3. ō

page 10

READING

Lesson 8

1. The author chose the name Blight because this is the name given the disease that killed the potato crop in Ireland.

page 11

WORD SKILLS

Lesson 8

1. crōak, hōbō, pōke, tōes
2. crock, hobble, topic, Polly
3. first
4. short
5. cōach hōse
 lōft cōachman
 clōthes tōken
 dōugh rōast
 dōllar prōblem
 bōther pōstman
 bōss enclōse
 brōnze respo~~n~~se
 ōcean prōper

page 12

6. roast
 toast
 close
 stone
 coast
7. long
 problems
 nobbled
 hogs
 probably
 homes

page 12

8. lögrölling

bröncō

hōbō

möttōs

cröckpöt

phōtō

snōwblōwer

mōbile hōme

page 25

1. result	u
2. tumor	u
3. run	u
4. uncle	u
5. unclear	u
6. rule	u
7. rules	u
8. supper	u
9. up	u
10. rush	u

11. hum	u
12. humor	u
13. rust	u
14. us	u
15. tutor	u
16. torture	e

Lesson 8 pages to be SENT FOR CORRECTION

Reading pages 1, 2, 16, 22, 23, 29, 30 and pages 24,
25 Think and Do

Language pages 7, 15, 19, 20, 28, 32, 33

Spelling pages 17, 31

Writing page 34

word Skills page 24

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

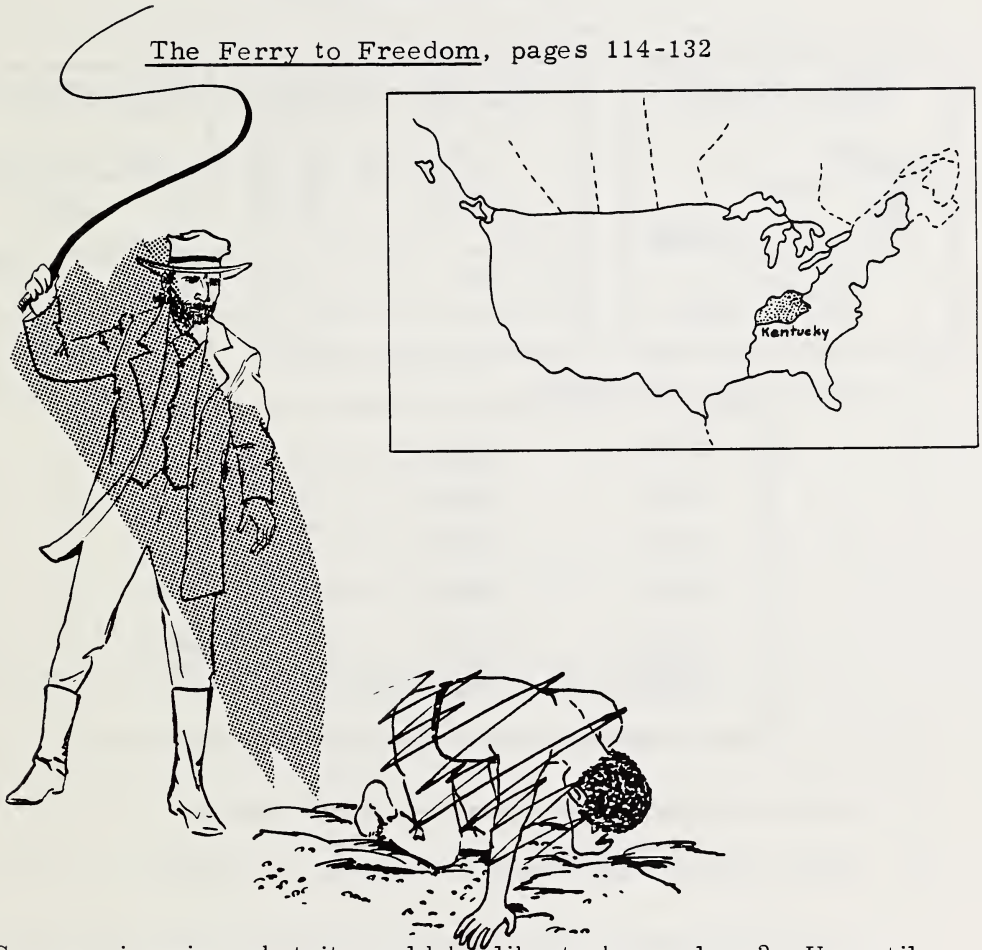
Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

The Ferry to Freedom, pages 114-132



Can you imagine what it would be like to be a slave? Up until 1865, slavery was a common practice in many parts of the United States. Many of the owners treated the slaves badly. They gave them poor food and often beat them cruelly.

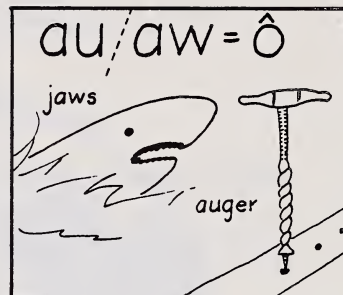
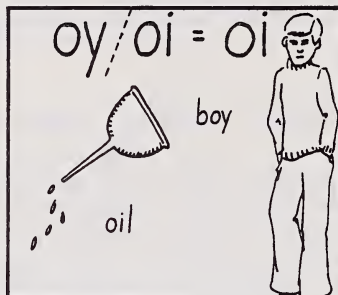
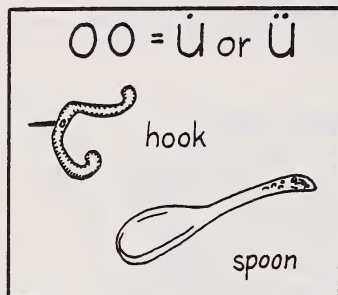
Because of such treatment Josiah Henson decided to escape from the plantation in Kentucky and come to Canada with his wife and four children.

Find Kentucky on a map of the United States. What river separates Kentucky from Indiana? _____ Read to the end of page 132 to learn of the hardships and fears Josiah and his family endured on their long journey northward. Use the glossary to find the meaning of any words you do not understand.

Locate Kentucky on your world map. Outline it and write Josiah Henson's name there.

SPELLING

Other Vowel Sounds



toil	broom	law
spoil	lagoon	fawn
hoist	tooth	maul
loyal	shook	because
bloom	thaw	daughter
caught	auditorium	

Look at the pictures at the top of the page.

1. What are the ways shown to spell the ô sound?

2. Which two sounds are spelled oo?

3. What are the two spellings of the oi vowel sound?

4. Write the four words with the oi vowel sound.

5. Write six words other than those in your spelling list by adding one or two letters to the word *oil*.

_____	_____	_____
_____	_____	_____

6. Write the five *oo* words.

_____	_____	_____
_____	_____	

7. Write *broom*. _____ Change *br* to *gl*, *z* and *r*.

8. Write the eight words that have the *ô* vowel sound.

_____	_____	_____
_____	_____	_____
_____	_____	

9. Circle the silent letters in *daughter* and *caught*.

daughter

caught

10. Find *auditorium* in your dictionary. Draw lines to show the syllables.

auditorium

Study your words.

LANGUAGE

Making a Book List

In your last lesson you learned to use a library. You learned how books are arranged and how to recognize books of fiction and resource books. You also had some practice in cataloguing books. Perhaps when you visit a library in your town or city, you will use some of the library skills you have learned.

Today you are going to make a book list. A book list is useful as it lists books about many topics. The book list helps you choose books that you are especially interested in reading.

Look at the sample book list below.

1. Ashbrook, Frank G., The Blue Book of Birds of America.
Racine, Wisconsin, Whitman Publishing Company, c 1954.
2. Scott, Joseph M., The Story of Our Prairie Provinces.
Toronto, Canada, J. M. Dent and Sons, c 1943.
3. Wood, Dorothy, Beavers.
Chicago, Follett Publishing Company, c 1961.

* * * * *

1. What is the first word of each entry in a book list?

2. How do we know which words give the title of each book?

Here is a guide to follow when you write a book list. It will help you to make a list of the books that you read.

Guide For Writing A Book List

1. *Arrange the books alphabetically using the author's name.*
2. *Write the author's last name first. Put a comma after it.*
3. *Write the author's first name. Put a comma after it.*
4. *Write and underline the title of the book. Place a period after it. (Be sure to begin each important word of the title with a capital.)*
5. *Write the place of publication. Put a comma after it.*
6. *Write the publishers name. Put a comma after it.*
7. *Write the copyright or publication date. Place a period after it.*

Listed below is information about six books I think you would enjoy reading. Use the sample book list and the guide to help you make a book list. Write your book list on page 6.

All About Indians was written by Donalda J. Dickie and published by J. M. Dent and Sons of Toronto in 1925.

I am an Indian was written by Kent Gooderham and published by J. M. Dent and Sons of Toronto in 1969.

Indian Legends of Canada was written by Ella Elizabeth Clark and published by McClelland and Stuart Limited of Toronto in 1960.

The Indians Knew was written by Tillie S. Pine and published by McGraw - Hill Book Company of Toronto in 1957.

The How and Why Wonder Book of Wild Animals was written by Martin L. Keen and published by Wonder Books Inc. of New York in 1952.

Nature Crafts was written by John R. Saunders and published by Golden Press of New York in 1964.

1.

2.

3.

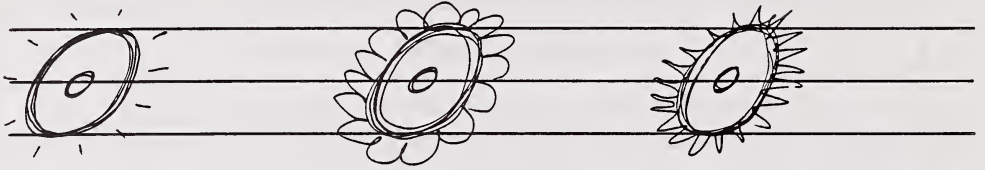
4.

5.

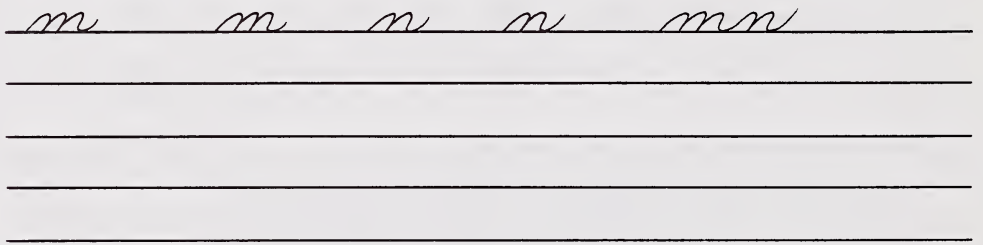
6.

WRITING

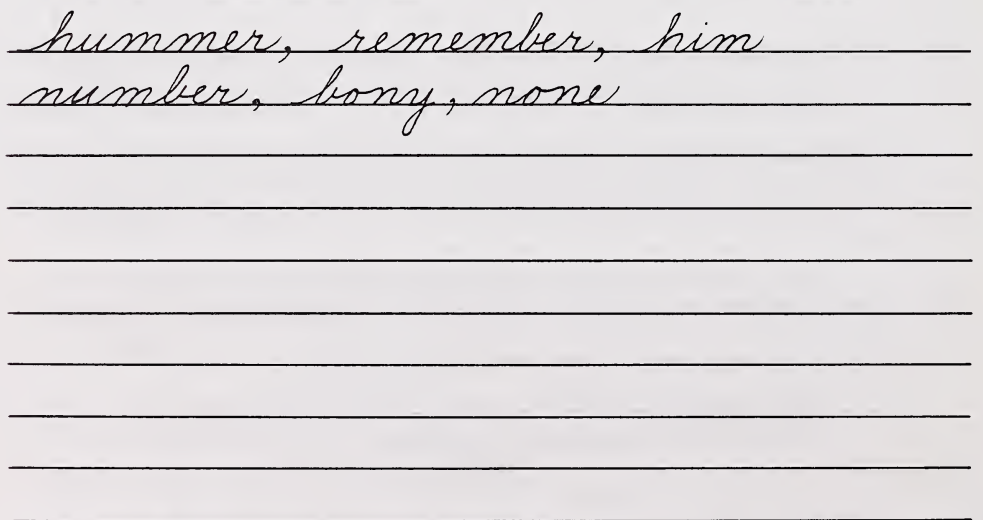
Use odd-shaped ovals to loosen up by making some flowers.



Today practice *m* and *n*. Make the humps on this letter rounded and even. Write 1 row each of *m*, *n* and *mn*.



Write these words twice.



SECOND DAY

READING

The Ferry to Freedom, pages 114-123

Did you enjoy reading about the adventures of Josiah Henson and his family? Scan the first ten pages of the story again before completing this exercise. Remember to write complete sentence answers.

1. Whose decision to emigrate to Canada was most difficult, Josiah's or Mr. O'Toole's? _____ Why do you think so?

What really made Josiah decide to escape?

2. What did Josiah and his family have to fear most on their journey?

3. What was the underground railway and why do you think it was given this name?

4. What time of year did Josiah and his family set out for Canada?

_____ What season might have been
better for travelling by foot? _____ Why do
you think so?

5. Why did Josiah not wish to know the names of the Quakers who helped him?

6. How could the Quaker honestly say that he did not give food and shelter to slaves?

WORD SKILLS

Initial Consonant Blends

Look at the following sentence

*The truck crunched over the frozen ground
to the front of the grain elevator.*

What is the first word in the above sentence that begins with an *r* blend? _____ Which letters form the blend? _____

1. Find five more words in the sentence beginning with *r* blends. Write them below. Beside each write the letters that form the *r* blend.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Change the italicized word in each sentence by putting *b*, *c*, *p*, *d*, *f*, *g* or *t* in front to make an *r* blend word. Write the word on the line and write the *r* blend next to it.

1. Change *rind* into a word that means *crush into bits*. grind gr
2. Change *right* into a word that means *a scare*. _____
3. Change *rush* into a word that means *something you do to your hair*. _____
4. Change *rank* into a word that means *a playful trick*. _____
5. Change *ranch* into a word that means *part of a tree*. _____

6. Change *rink* into a word that means
swallow a liquid.
7. Change *rain* into a word that means
something cattle eat.
8. Change *rip* into a word that means
stumble.
9. Change *raw* into a word that means
make a picture.
10. Change *rib* into a word that means
small bed.

In exercise 2 we looked at letters that made up the *consonant r blends*.

3. Think of all the letter combinations that make up *consonant l-blends*. Write the ones you can think of here.

4. Look at the list of words below. If a word begins with an *l-blend* and names a person, write it under the heading *noun*. If a word begins with an *l-blend* and names an action, write it under the heading *verb*. If a word does not begin with an *l-blend* put a line through it.

plunge	glance	climb	glutton
flagman	slowpoke	slumber	blacksmith
grin	classmate	florist	glide
slither	stumble	student	clergyman
fling	plumber	blink	plunge

Noun

Verb

flagman

plunge

_____	_____
_____	_____
_____	_____
_____	_____

4. Underline the *s* blends that are found in these words.

scare

skin

slap

spank

stone

swish

small

snail

5. Fill in the correct *s* blends to make sense of these short sentences. The first one is done for you.

1. spiders spin. 4. _____ans _____im.

2. _____unks _____ell. 5. _____is _____ide.

3. _____amps _____ick. 6. _____ars _____arkle.

LANGUAGE

Reading the Newspaper

The Grade 6 students in Hillview School wanted to publish a class newspaper. They decided to learn all they could about how newspapers are organized.

They found that a newspaper is divided into different sections to help the reader find different kinds of news. Usually the front page of the newspaper will have a column which may have these headings.

Where to find it

Classified - This includes merchandise for sale, employment, real estate, lost and found, births, deaths, marriages.

Comics

Editorial - An editorial is an article that expresses the opinion of the editor or publisher.

Entertainment - movies, TV, radio programs and live theatre

Financial - news of business and industry

General news - current events from all parts of the world

Social - local events about clubs, household hints, gardening etc.

Sports - local and international.

Look at the following newspaper clippings. On the line under each picture write the name of the section in which it was probably found.

**HURRICANE DAVID
HITS SIDNEY**

Winds of 180 Km recorded per
hour.

**ESKS LOSE TO
MONTREAL
ALOUETTES**

**For Sale - 1976 Honda
MiniBike in excellent
condition \$300.00.**

Phone 423-4211
Ask for Tom

**EARLY MORNING
BLAZE LEAVES
FAMILY HOMELESS**

**LOST - Golden cocker
spaniel pup - male.
Answers to the name Taffy.
Finder please phone
902-3131. Reward.**

**CITY FIRM
PLANS EXPANSION**

Due to increased demand for its
product, a local bottling firm has an-
nounced plans to double the size of
its plant.

**LOCAL LADIES
HOLD FASHION
SHOW and TEA**

**OSMOND
FAMILY to
entertain at
COLISEUM**

City council is to be commended for voting to hold down expenses and reduce property taxes. However, the question arises as to where the cutbacks should be made. If it is to be in the area of education, citizens may well ask if this is a saving we can possibly afford.

**LEAFS WIN
STANLEY CUP**

DIXON - Mr. and Mrs. James Dixon announce the birth of their first child, Timothy Dean, January 27, 1979.

TIPS FOR A MORE
BEAUTIFUL LAWN

The question of whether or not to build roads through our city's beautiful ravines should be one of interest to all nature lovers. Could not the area be better used for much needed parks and hiking trails?

**HUGE POWER
PROJECT PLANNED
FOR CENTRAL
ALBERTA**

THIRD DAY

READING

The Ferry To Freedom, pages 114-132

Josiah and Charlotte, with Tom and the three smaller children have run away from a tobacco plantation in Kentucky. They are making their way to Canada and freedom. They have been travelling by night and sleeping in the woods during the day. Do you remember the three people who have helped them so far? Scan the story if you do not remember. Write the names of the people below.

1. Read the first three paragraphs on page 124. Tell in your own words what you think the author means by "the gravity of the situation".

Finish reading the story. Is it fiction or non fiction? Tell why you think so.

SPELLING

1. Write *law*. _____ Change *l* to *r*, *p* and *s*.

Write the new words here. _____

2. Write *moon*. _____ Drop the *m* and add *sp*, *s*, *n* and *ball* before *oon*.

Say each new word as you write it.

3. Write *shook*. _____

Write six new words by changing *sh* to *b*, *c*, *l*, *n*, *t* and *br*.

4. Write synonyms for *toil* and *bloom*.

5. Write antonyms for *thaw* and *daughter*.

6. Write a homonym for *maul*. _____

Write the meaning your dictionary gives for the homonym.

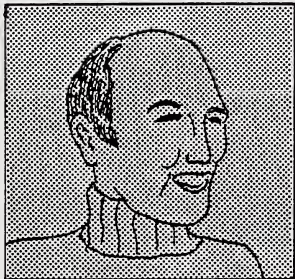
7. Write your trial test. Study any words you spelled incorrectly.

LANGUAGE

News Headlines

The title of a story in a newspaper is called a *headline*. The headline gives us the main idea of a news story.

★**WATERDALE JOURNAL**★



Prime Minister to Visit

Police Seize Stolen Jewels

Boy 12 Honored For Bravery

Look at the front page of the newspaper printed above, or find the front page of a newspaper that comes to your home.

Notice that most of the headlines are short and give the main idea of the news story clearly, briefly and in an interesting way.

We think of headlines as titles.

Write down two headlines from your local paper.

Making Use of Synonyms

Do you remember what synonyms are?

Synonyms *are words that have the same or almost the same meaning.*

Example: huge - gigantic
tiny - very small

Synonyms are very useful to journalists when they are writing headlines.

1. Study these pairs of headlines. Below each set, write the two synonyms.

1. Central High School Gives Awards.

Central High School Presents Awards.

2. Planning Commission Disapproves Industrial Park

Planning Commission Vetoes Industrial Park

3. Famous Writer to Speak Here

Famous Author to Speak Here

4. Colder Weather Predicted for Area

Colder Weather Forecast for Area

2. On the line above each news item, write an interesting headline. On the line below each item, write synonyms for at least two words in the item. Circle the words in the article that your synonyms would replace. (Remember, the synonyms you write should be more interesting or accurate than the words they replace.)

A local man barely escaped death yesterday when the car he was driving failed to make a curve on Bliss Road and went over the bank into the river. Davy Jones of Pine Grove, who was alone in the car at the time of the accident, was able to go through a window and swim ashore unhurt.

synonyms: _____

Quick thinking on the part of a passerby saved the lives of two racehorses when fire damaged their barn at the exhibition grounds. Jim Steed of 62 Parkdale Ave. saw smoke coming from the window of the barn as he was driving by. When he stopped to look, he heard the frightened sounds of the animals inside. After calling the fire department he walked into the smoke filled barn and led the frightened animals to safety.

synonyms: _____

3. Here is a list of words that are often overused. Beside each word use a synonym for it. You may use your dictionary.

deep	_____	free	_____
hide	_____	clear	_____
see	_____	boat	_____
quick	_____	give	_____
nice	_____	bad	_____
big	_____	little	_____
said	_____	like	_____

WRITING

Do your favorite loosening up exercise. Then practice letter *S*.

The point of *S* comes a little above the middle of the line.
Write 2 rows of *S*.

S S S S

Be sure to close *S* here.

Write three rows of these words.

soar soaking simple

Write twelve words that begin with *S*. Be sure to space the letters evenly.

FOURTH DAY

READING

The Ferry to Freedom, pages 114-132

1. Write four words you think best describe Josiah's character.

2. Charlotte and the children loved and respected Josiah. Write one incident from the story which shows this.

3. How does the author reveal Josiah's consideration of others in his encounter with the Quaker? (p. 121)

4. Which of Josiah's character traits most impressed the Indian? (p. 121)

5. Why was the captain ready to take a risk in order to help Josiah? (p. 127)

In The Ferry to Freedom, the author makes use of picturesque words to create the mood of the story. The main mood expressed in the story is *anxiety* but *hope* and *determination* are also present.

6. Read the paragraphs listed below. For each one, state the mood and the word or group of words that makes the reader aware of the mood.

Page 130 paragraph 2

mood - _____

Words which create this mood _____

Page 130 paragraphs 6-10

mood - _____

words which create this mood _____

Page 131 paragraphs 1-3

mood - _____

words which create this mood _____

WORD SKILLS

Review of Two-Letter Consonant Blends

In the sentences below, the second letter of each consonant blend is missing. Fill in the letter. Then write the word that the clue describes.

1. b___ what this lesson is about _____
2. b___ what you do to your hair before going out _____
3. c___ can help you to walk or to stand _____
4. c___ is something you do with your hands _____
5. d___ is something you might do at night _____
6. d___ These small people were friends of Snow _____
White.
7. f___ is something that flies above our school _____
8. f___ if something is _____ it's really quite cool.
9. g___ as in feeling all happy and pleased _____
10. g___ what your dog might do if he's teased _____
11. p___ what Jack Horner had on his thumb _____
12. p___ being on time when you come _____
13. s___ a reptile that slides on the ground _____
14. s___ a watery kind of a sound _____
15. t___ something for holding our clothes _____
16. t___ what a rabbit can do with his nose _____

Look at the above exercise again.

Write the word that ends in a three-letter consonant blend.

Three-Letter Consonant Blends

Do all these words begin with consonant blends?

scrub shrub street threat chrome spray _____

How many consonants are in each blend? _____

Say *scrub*. How many sounds are combined in the blend in *scrub*. _____

Say *shrub*. How many sounds are combined in this blend?

I hope you said 2. In words like *shrub* and *throat*, *sh* and *th* are *digraphs* which have single consonant sounds. Combined with *r* they make double consonant sounds. Even though we see three consonants in the written word we hear only two consonant sounds in the blend.

Study the consonant blends in the words below.

1. s*carf* t*rim* g*lide*

Some blends are formed by combining the sounds represented by 2 letters.

2. s*cramble* st*rut* sp*ring*

Some blends are formed by combining the sounds represented by 3 letters.

3. thr*ead* sch*ool* shr*ink*

Some blends with 3 letters are formed by combining a digraph with a sound represented by one other letter.

1. In each word below, circle the consonant blend. Then write the number of the description that tells what kind of blend it is.

through	<u>3</u>	shrill	_____
spatter	_____	thrush	_____
splinter	_____	twine	_____
schooner	_____	scrub	_____
chrome	_____	dwindle	_____
Christmas	_____	scrimmage	_____
splash	_____	twelve	_____
drilling	_____	shrimp	_____

2. After each word write another which begins with the same blend.

thrill	_____	throb	_____
chronicle	_____	scratch	_____
scheme	_____	string	_____
splendor	_____	spray	_____
shrew	_____		

LANGUAGE

Making Use of Antonyms

Antonyms *are words that are opposite or almost opposite in meaning.*

Example: sad - happy
large - small

Newspaper writers often use antonyms to compare or contrast items or ideas.

Below are some headlines in which antonyms are used. Underline each pair of antonyms.

1. Lively Crowd Boos Dull Performance
2. Suspect Released After Real Thief Captured
3. Best and Worst Dressed Women Listed
4. Hottest and Coldest Spots in Alberta
5. Prices Up - Quality Down
6. Old Merchandise Replaces New as Hardware Store Becomes Antique Shop
7. Noisy Parkade Replaces Quiet Park
8. Hot Tips for Cold Weather Driving

Fill in the blank with one of the antonyms written below each sentence. Choose carefully so that the sentence makes sense.

1. It is _____ to stare at people.
polite rude
2. That is the _____ nightmare I have ever had.
best worst

3. You should put some money in the bank before you _____ it all.

save spend

4. If you have studied you should get _____ of the answers correct.

all none

5. Because there was so little time the work was done in a _____ fashion.

unhurried hurried

Here are ten unfinished headlines. Pretend that you are the reporter. Complete each headline by filling in the blank space with an antonym for the underlined word.

1. _____ and Old Entertainers Compete at Talent Show.
2. Forecast Predicts Both _____ and Sunny Weather
3. Losers Yesterday _____ Today
4. Low Temperatures Rise to Record _____
5. Ancient Mansion Replaced by _____ Factory
6. Educators Study _____ and Weaknesses of Public School System
7. Strong Players Defeat _____ Opponents
8. _____ Drivers Warned to be More Careful
9. _____ Duckling Becomes Beautiful Swan
10. Success Follows _____

Check your work with the answers at the end of Lesson 9.

FIFTH DAY

READING

The Ferry to Freedom, pages 114-132

Scan the story to trace the course Josiah and his family took to get from Georgetown, Kentucky to Canada. Then trace the route on the map on page 27 of your Think-and-Do Book.

In the first paragraph of The Ferry to Freedom the important details of the story as well as the theme, are presented. The *THEME* of a story is similar to the plot. The theme of this story is a slave family's escape from a plantation in Kentucky and their perilous trip to Canada and freedom.

1. Write the name of a book of fiction you have read.

2. Tell the theme of the story in one or two concise sentences.

3. Complete pages 28 and 29 of your Think-and-Do Book according to instructions given. Send pages 27 and 28 for correction.

SPELLING

As your supervisor says each spelling word write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

Choosing the Correct Homonym

Homonym *are words that sound alike but have different meanings and sometimes different spelling.*

Examples: meet - meat
ate - eight

When you are writing do you ever have difficulty deciding whether you should use *there* or *their*? Perhaps the word you needed was really *they're* which means *they are*. Here are examples to show you which word to use.

1. In Alberta in January *there* is snow on the ground.
2. People dress in *their* warmest clothes.
3. *They're* wise to keep snowshovels in their cars.

1. Write sentences to show that you can use each of these words correctly.

1. *there* _____

2. *their* _____

3. *they're* _____

4. *meet* _____

5. *meat* _____

6. *bear* _____

7. *bare* _____

8. *led* _____

9. *lead* _____

Read the following sentences. Underline each word which you know has a homonym. Write the homonyms on the line below.

1. Do you know the name of the new teacher?

2. There are steel grey clouds in the pale blue sky.

3. It is not polite to stare.

4. I knew it would rain before I got there.

Write an *antonym* for each of the following.

- | | | | |
|-------------|-------|-----------|-------|
| 1. remember | _____ | 4. dark | _____ |
| 2. follow | _____ | 5. answer | _____ |
| 3. kind | _____ | 6. giant | _____ |

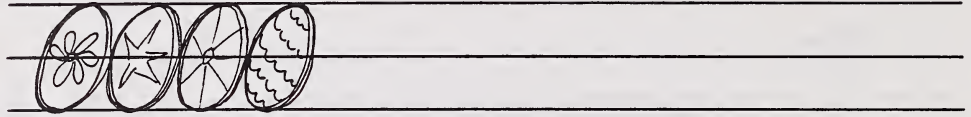
Write an *antonym* and a *synonym* for each of these words.

- | | | |
|----------|-------|-------|
| 1. long | _____ | _____ |
| 2. loud | _____ | _____ |
| 3. quick | _____ | _____ |
| 4. solid | _____ | _____ |

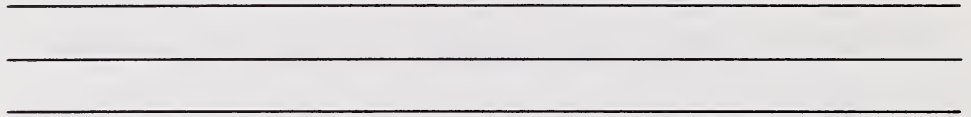
Can you think of a word for which you know a *synonym* an *antonym* and a *homonym*? Write the words here.

WRITING

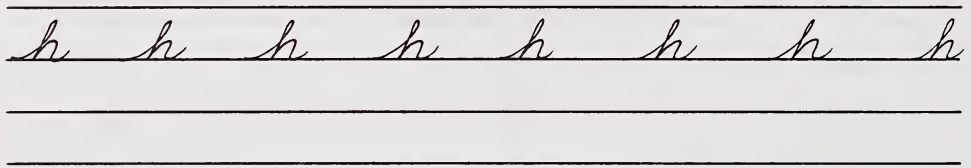
Write a row of left ovals two spaces high to loosen up.



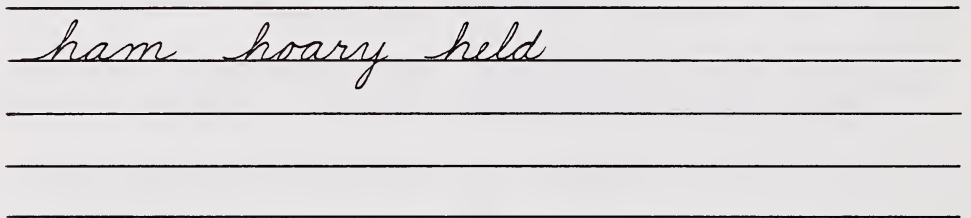
Draw designs inside each oval.



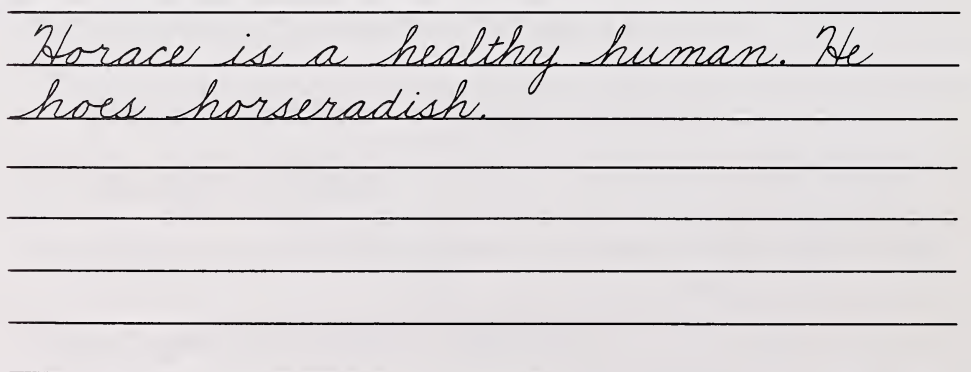
Practice letter *h* today. Write two lines.



Write these words twice.



Write these sentences.



SELF-CORRECTING EXERCISE FOR LESSON 9

page 10

WORD SKILLS

- | | | | | |
|----|-----------|----|----------|----|
| 1. | truck | tr | | |
| | crunched | cr | | |
| | frozen | fr | | |
| | ground | gr | | |
| | front | fr | | |
| | grain | gr | | |
| 2. | 2. fright | fr | 7. grain | gr |
| | 3. brush | br | 8. trip | tr |
| | 4. prank | pr | 9. draw | dr |
| | 5. branch | br | 10. crib | cr |
| | 6. drink | dr | | |

page 11

3. pl, gl, sl, bl, cl, fl, kl
4. Words that should have a line drawn through them:
grin, student, stumble

NOUN

VERB

flagman
slowpoke
classmate
plumber
florist
glutton
blacksmith
clergyman

plunge
fling
slither
climb
slumber
blink
glide
glance

- | | | | |
|----|--------------|--------------|--------------|
| 5. | <u>scare</u> | <u>skin</u> | <u>slap</u> |
| | <u>spank</u> | <u>stone</u> | <u>swish</u> |
| | <u>small</u> | <u>snail</u> | |

- | | | | | |
|----|------------|--------|----------|----------|
| 6. | 1. spiders | spin. | 4. swans | swim. |
| | 2. skunks | smell. | 5. skis | slide. |
| | 3. stamps | stick. | 6. stars | sparkle. |

page 17

SPELLING

Lesson 9

1. law, raw, paw, saw
2. moon, spoon, soon, noon, balloon
3. shook, book, cook, look, nook, took, brook
4. work, blossom
5. freeze, son
6. mall - a shaded walk, a walk lined with stores.

Page 24

- | | |
|-------------|------------|
| 1. blend | 9. glad |
| 2. brush | 10. growl |
| 3. crutches | 11. plum |
| 4. clap | 12. prompt |
| 5. dream | 13. snake |
| 6. dwarves | 14. splash |
| 7. flag | 15. trunk |
| 8. frozen | 16. twitch |

twitch

page 27, 28

Underlined antonyms.

- | | |
|----------------------|-----------------|
| 1. Lively, Dull | 5. Up, Down |
| 2. Released Captured | 6. Old, New |
| 3. Best, Worst | 7. Noisy, Quiet |
| 4. Hottest, Coldest | 8. Hot, Cold. |

- | | | | | |
|---------|----------|----------|--------|------------|
| 1. rude | 2. worst | 3. spend | 4. all | 5. hurried |
|---------|----------|----------|--------|------------|

- | | | | | | |
|---------|-------------|------------|-------------|--------|--------------|
| 1. New | 2. Rainy | 3. Winners | 4. Highs | 5. New | 6. Strengths |
| 7. Weak | 8. Careless | 9. Ugly | 10. Failure | | |

Lesson 9 pages to be SENT FOR CORRECTION

Spelling pages 2, 3, 30

Language pages 4, 6, 14, 15, 16, 18, 19, 20, 31, 32, 33

Writing pages 7, 34

Reading pages 8, 9, 22, 23, 29

Word Skills page 26

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Grandmother's Boots, pages 134-149



In this week's lesson we will read about an immigrant family's trip to Canada from the Ukraine. The most colorful member of the family is Grandmother, whose proudest possession is a fine pair of leather boots. We will read how Grandmother uses these boots to get what she wants for her family.

1. Find Ukraine on the small map above. Use your atlas to find Europe and then find the area which was the Ukraine. On your large map of the world, circle the area which was the Ukraine. Write the name Grandmother in this area. What similarities of geography do you see between the Ukraine and Alberta?

2. The Ukrainians who came to Canada brought with them an interesting and distinctive culture from their homeland, including folk dancing and Easter egg painting.

Glance through the story studying only the pictures. Then read the story. Does Grandmother remind you of someone that you know? _____ Of whom does she remind you and why does she remind you of that person? Write your answer in complete sentences.

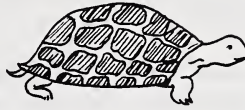
SPELLING

Words That End in *el* or *le*

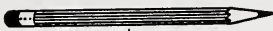
The unaccented *əl* syllable can be spelled in six different ways.



= *a*l



= *le*



= *i*l



= *o*l



= *e*l



= *u*l

Were you able to think of the words represented by each of the pictures? They are *petal*, *turtle*, *pencil*, *pistol*, *jewel*, *dreadful*.

The *le* and *el* spellings are more common than the other four spellings of the unaccented *əl* syllable. We do not hear the vowel sound clearly in unaccented *əl* syllable so we must look carefully to remember the spellings.

Here are your spelling words for this week.

bridle	trample	barrel	saddle
battle	purple	novel	tickle
sample	dimple	travel	puzzle
candle	bubble	model	nibble
dazzle			

Say and write each spelling word showing the accented syllable .

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LANGUAGE

Writing Lead Paragraphs for News Stories

In order to interest many people, newspapers must print many kinds of news stories.

Find two news stories in a daily newspaper or newsmagazine. As you read the stories you will notice that they differ from stories found in books. In news stories the most important facts are found in the first paragraph. The first paragraph is called the *LEAD PARAGRAPH*. The lead paragraph usually answers these 6 questions.

1. *What* happened?
2. *To whom* did it happen?
3. *Where* did it happen?
4. *When* did it happen?
5. *Why* did it happen?
6. *How* did it happen?

The less important facts come in the paragraphs following the lead paragraph. These details are arranged in order of their importance.

1. The following is a *LEAD PARAGRAPH* from a news story. After you have read it, answer the questions *what, who, when, where, why* and *how*.

Last Tuesday during the big rainstorm Alice Hanson found a cold, hungry orange cat. She took it home and fed it. Later she found a warm box which made a fine bed for the tired cat. She decided to name her new friend Ben. Wednesday morning Alice was surprised to find that Ben had become the mother of four darling kittens. Alice has renamed her friend Ben Hur.

What _____

Who _____

Where _____

When _____

Why _____

How _____

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 10.

2. Write a lead **paragraph**. Like a good newspaper reporter, you will first answer the questions below. Then complete your paragraph using the answers you have given.

What _____

Who _____

Where _____

When _____

Why _____

How _____

WRITING

Here are some common errors in writing and some examples of the errors.

1. Too much slant

Hear the wild geese call.

2. Irregular slant

Hear the wild geese call.

3. Spacing too wide between letters

*Hear the wild geese
call.*

4. Not wide enough spacing between letters

Hear the wild geese call.

5. Uneven spacing between letters

Hear the wild geese call.

6. Too much pressure

Hear the wild geese call.

7. Copy the sentence in the space below. Try to avoid the six errors shown above.

SECOND DAY

READING

Grandmother's Boots, pages 134-149

Did you enjoy reading this story? _____ I hope you remembered to use the glossary or your dictionary to find the meaning of any words you did not understand. Scan the story again. Then do the following. Write complete sentence answers.

1. What finally convinced Grandma that the family should emigrate to Canada?

2. How did her boots influence her in making this decision?

3. Look at the picture on page 135. Imagine what it would be like to travel steerage as these passengers did. List two conditions that would cause the passengers to be ill?

4. Compare the length of time it took to cross the Atlantic Ocean in 1905 (p. 136) with the length of time it takes to fly the same route today.

6. What does Grandmother's defiant remark, "At least people will know that I once owned a pair of fine boots", tell us about her personality?

7. Do you approve of Grandmother's visits to the classroom to watch the children do their lessons? _____ Why?

8. What does the return of Grandmother's boot and the agent's attendance at the graduation tell you about the agent?

WORD SKILLS

Compound Words

Look at the following pairs of sentences.

We trudged all the way up to the top of the hill.
If we had driven the car we would have gone
uphill faster.

When we got back to camp we built a fire. Our
campfire glowed cheerfully in the dark night.

In the first set of sentences the word *uphill* was formed by joining *up* and *hill*.

In the second set of sentences the word *campfire* was formed by joining *camp* and *fire*.

The words *uphill* and *campfire* are called *compound words*.

A compound word is made up of two other complete words.

1. Write as many compound words as you can make using these words. *work, house, yard, farm, wife*

2. Underline each compound word in these sentences.

Over the moat around the ancient castle was a drawbridge.

As the girls sat around the campfire they heard stealthy footsteps.

The landlord has raised the rent.

Our home is on the outskirts of town.

The weatherman predicted the stormy weather.

Moonlight is brighter than starlight.

The pipe organ has several keyboards.

Earthworms come out of the soil after a rain.

3. In the space below, copy the first half of each word you underlined in Exercise 2.

Make different compound words by adding to each, a suitable word from the list below. The first one is completed for you. (You will not use all the words from the list. Do not use any word more than once.)

draw-back

ball

hole

lady

proof

fish

shift

flake

back

beam

quake

side

say

ground

yard

mid

4. Some words form a part of many compound words. Write four compound words that can be made by combining words with the one given. To make the compound words, choose words from the list given on page 11. The first one is done for you.

book { mark
case
keeper
shelf

water { _____

_____ }
 _____ } light
 _____ }
 _____ }

_____ }
 _____ } man
 _____ }
 _____ }

every { _____
 { _____
 { _____
 { _____

sand { _____
 { _____
 { _____
 { _____

_____ }
 _____ } board
 _____ }
 _____ }

blast

thing

body

seller

snow

space

card

stone

surf

moon

fall

fowl

mail

~~keeper~~

storm

plaster

over

out

~~case~~

where

day

one

~~shelf~~

sun

melon

pile

bag

cress

~~mark~~

star

LANGUAGE

Skimming

Have you ever noticed a headline that you found particularly interesting? Did it make you want to read farther to find the answers to these questions?

what, whom, when, where and how

As we glance through a news story we look for *KEY WORDS* that will tell us the answers to these questions. This kind of reading is called *SKIMMING*.

When Tom was looking at the front page of the daily paper he saw a headline that interested him. It said:

Remains of Sunken Ship Discovered

As Tom read the headlines he wondered if the story would answer these questions.

1. *What* ship was found?
2. *Who* found it?
3. *Where* was it found?
4. *When* did it sink?
5. *How* was it found?

Here is the story. Glance through it to find *key words* that will tell Tom what he wants to know.

Remains of Sunken Ship Discovered

News correspondents in Bermuda today reported the discovery of an old Spanish galleon. The remains of the ship were found by divers off the coast of Bermuda.

The discovery was made by a team of divers who were doing an ecological study of the ocean floor in the area.

The wreck was reported to be buried in the sand about three miles off shore.

It is thought to be the Santa Leona which sank in 1760, taking with it more than a million dollars in gold coins.

Salvage crews will begin work immediately to find if the ship does in fact contain the lost treasure.

To answer his first question Tom looked for words meaning a boat or ship.

To answer his second question he looked for a *key word* or words meaning people.

1. Write the *key words* from the story which will help Tom find the answers to his questions. The first one is done for you.

1. What ship was found? galleon, Santa Leona
2. Who found it? _____
3. Where was it found? _____
4. When did it sink? _____
5. How was it found? _____

2. Tom wanted to learn more about the ship that had been discovered. He wanted answers to these questions also.
 1. What treasure was aboard the ship?
 2. What were the divers doing at the time they discovered the ship?
 3. Was any of the treasure discovered?

Follow the steps listed below to help you skim the news story and find the answer to Tom's 3 questions.

1. Read the question.
2. Underline the *key word* in the question.
3. Look for the *key word* in the article.
4. Read the sentence in which you find the *key word* to see if it contains the answer to your question.
5. Answer each question in a complete sentence.
Write your answers in the spaces below.

1. _____

2. _____

3. _____

THIRD DAY

READING

Grandmother's Boots, pages 134-149

What does the word *symbol* mean to you?

The dictionary defines a *symbol* as something that stands for, or represents something else. The lion is the symbol of courage, the lamb of meekness.

1. What symbolized for Grandmother, pride in owning something beautiful?
-

2. What symbol of Canada is shown in our flag?
-

3. Suppose you had to leave Canada quickly as some immigrants to Canada had to leave their homeland. If you could take only one small thing that symbolizes this country and what it means to you, what would you take?
-
-

4. What countries would these symbolize?

fleur-de-lis _____ beaver . _____

kangaroo _____ kiwi _____

5. Did you find Grandmother's Boots humorous? _____ Tell in your own words the part which seemed most humorous to you.
-
-
-
-

6. One form of humor is the *pun*. A *pun* is the humorous use of a word which can have more than one meaning. Grandmother came from the Ukraine which is now a part of Russia. Since Russia is often symbolized by a bear, we can make a *pun* by rewriting this line from page 138:

She shoved her *bare* gnarled foot toward him.

and changing the word *bare* so the sentence appears:

She shoved her *bear* gnarled foot toward him.

Watch for the *puns* in these sentences.

Naughty children always use their pest manners.

Never break your bread or roll in your soup.

We removed our shoes, and in our stalking feet, crept stealthily up on the thief.

7. Tell why each of these is a *pun*.

"Sit at the back of the boat," the captain said sternly.

"Dip out all the water," he said balefully.

8. Write a *pun* of your own using the examples above to help you.

SPELLING

1. Write the word which means a part of something which shows what the rest is like.

2. Write the word which means new or strange.

3. Write the word which means a color you get by mixing blue and red.

4. Write a homonym for *bridal*.

Which word has to do with a *bride*?

Which word means a *piece of harness*?

5. Write 4 words in which a consonant is repeated.

6. Write the word in which the *k* sound is spelled *ck*.

7. Write *trample* and *saddle* as *ing* words. Remember to drop the *e*.

8. Write *travel* and *model* as *ing* words.

9. Write *dimple*. Change *d* to *s* and *p*.

10. Take a trial test. Study the words you missed. Write them correctly here.

LANGUAGE

Writing Editorials

In Lesson 9 we looked at different parts of the newspaper. We learned that an editorial is an article that expresses the opinion of the editor or publisher. Editorials are usually written on a subject that is of current interest to many of the readers. Often they are written to encourage interest in a project which the editor considers to be worthwhile. A good *editorial* gives an *opinion* based on facts.

An opinion may or may not be true. It is a statement that tells what someone thinks about something.

A fact is always true. It is a statement that can be proven.

1. As you read the following editorial, decide if each statement is a *fact* or an *opinion* of the editor. Underline each statement that is an *opinion*.

The game played between the Flyers and the Knights was the best entertainment hockey fans have had this season. It also proved something that Flyer fans have known for sometime; that the Flyers display better sportsmanship than most of their opponents. Not only did they win the game by a score of 15-5, but they had only 3 penalties while the Knights had 12. If they continue to play this quality of hockey, the Flyers should have no trouble winning the championship. The residents of Smithfield have a right to be proud of these fine young athletes.

Here are some hints that will help you to write editorials.

Choose a subject that interests you.

Make a list of facts you wish to include.

Express your opinion, but do not use "I".

Use descriptive words to make clear and interesting sentences.

Stick to the subject.

Write an editorial of your own following the suggestions given. Write your rough copy here. Proofread your editorial and then write the finished copy on page 20. Be sure to include a headline.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WRITING

Here is a sample of writing done by a Grade 6 student.

When I grow up I would like to
be a teacher, But I have to go to
university before I can be a
teacher. I have to have books.
I have to live where the school is
I have to know how to do
everything.

1. Test the writing above.

1. Put a line under each letter which is incorrectly made.
2. Make slanted lines measuring each space between words.
3. Make lines to show the slant in the third line.
4. Examine the word "everything" to see whether spaces are even between the letters.

2. Answer each question in a sentence in the space below.

1. Give your opinion of this student's writing.

2. Does the writing slant unevenly, too much, or too little?

3. In your opinion would the student be able to write more freely if she/he wrote larger?

What letter forms should this student study and practice to improve?

FOURTH DAY

READING

Grandmother's Boots, pages 134-149

Think-and-Do Book, pages 30-33

The people we have read about in this unit are only a few examples of early immigrants to Canada. Melania, who told us the story of her Grandmother's Boots was one of many immigrants who came to Canada from the Ukraine in the early 1900's. Immigrants of many other nationalities came during this time as well.

The graphs on page 31 of Think-and-Do Book gives us more information on the number of immigrants and some of the areas from which they came.

1. Read the information at the top of page 31 and complete the exercises by reading the graphs and following instructions.
2. When the Ukrainians came to Canada they brought with them many crafts from their homeland. The best known of these is probably *pysanky* or egg decorating. Read the information on page 32. By following the instructions on page 33 you will be able to design your own *pysanka*. (*pe'-san-ka*)

Complete exercises 1 to 6 on page 33.

WORD SKILLS

Contractions

A contraction is formed from two or more words. Look at the words below and the contraction that their letters form.

<i>I would</i>	<i>I'd</i>	<i>I would not</i>	<i>I wouldn't</i>
<i>I will</i>	<i>I'll</i>	<i>I do not</i>	<i>I don't</i>

Notice that the apostrophe may replace one or more letters. What letters does the apostrophe, ' , replace in these contractions?

<i>I'd</i>	_____
<i>I'll</i>	_____
<i>wouldn't</i>	_____
<i>don't</i>	_____

1. Write the contractions for the following sets of words. For each contraction list the letters replaced by the apostrophe.

<i>let us</i>	<u><i>let's</i></u>	<u><i>u</i></u>	<i>I would</i>	_____	_____
<i>you would</i>	_____	_____	<i>here is</i>	_____	_____
<i>she will</i>	_____	_____	<i>when is</i>	_____	_____
<i>we had</i>	_____	_____	<i>I am</i>	_____	_____
<i>they are</i>	_____	_____	<i>does not</i>	_____	_____
<i>we have</i>	_____	_____	<i>I have</i>	_____	_____
<i>I have</i>	_____	_____	<i>can not</i>	_____	_____
<i>were not</i>	_____	_____	<i>he would</i>	_____	_____
<i>should not</i>	_____	_____	<i>could not</i>	_____	_____

2. Circle each contraction in the following sentences. On the line under each sentence write the words from which each contraction was formed.

1. If I saw boats on the North Saskatchewan River in December I'd know I'd been dreaming.
-

2. You'd better hurry to school because it's eight thirty.
-

3. Isn't it true that in the years ahead we'll have less gasoline to use?
-

4. What's the reason we don't swim in the river?
-

5. Let's find out why we can't open this door.
-

3. Use the key given to find the second word that was used in each contraction. Print the correct number in each space.

we've 5

you'll _____

shouldn't _____

who'd _____

he'd _____

wasn't _____

won't _____

what's _____

mustn't _____

1. *had or would*

2. *shall or will*

3. *is*

4. *not*

5. *have*

they've _____

I've _____

he's _____

it's _____

you'd _____

wouldn't _____

doesn't _____

can't _____

haven't _____

Complete these sentences by using contractions from the list on page 24.

1. Argentina _____ have summer at the same time as Alberta.
2. I _____ want to go to Mars even if I could.
3. If you _____ meet us on time I hope _____ call us.
4. People in glass houses _____ throw stones.
5. _____ never gone swimming by myself.

LANGUAGE

Holding Interviews

In order to get accurate and interesting news stories, reporters must interview many different people. Interviewing has many other uses too. Let us suppose you are choosing a career. If you are interested in construction you might wish to interview a plumber, an electrician or a carpenter to find out the advantage and disadvantages of their work.

Here is a list of rules which one reporter made to help others conduct their interviews.

1. Decide exactly what you wish to know.
2. Decide the person whom you wish to interview.
3. Arrange a time which is convenient.
4. Plan the questions you will ask.
5. Arrive on time.
6. Ask your questions politely.
7. Listen attentively. Show interest and enthusiasm by your tone of voice.
8. Take accurate notes. If there is something you do not understand, ask to have it explained.
9. Thank the person for giving you the information.

When taking notes at an interview remember to write the main facts briefly but accurately. Be sure that you have correctly spelled the name of the person you are interviewing.

1. Betty wished to get information about growing sweet peas, for a gardening column she was asked to write for the community paper. She decided to interview Mr. Rose who runs a greenhouse near her home.

Betty made these notes during the interview.

Prepare the soil - fine black loam - best plant in early May - preferably along a south wall - soak seeds in water for 24 hours - will sprout sooner - plant one inch deep - 3 inches apart - Make a frame of string for the plants to climb on. - Water regularly. - Blossoms should appear in early July.

Here is the report she made from the notes of the interview.

Sweet Peas

Mr. Rose of Greenstreet Gardens reports that it is not too early to be thinking about planting sweet peas for your summer enjoyment. He feels too, that by following these easy steps anyone can grow a frothy, colorful crop of these popular flowers.

Sweet peas will do best if planted about the first of May in deep loam or grey wooded soil.

If you have a wall or fence with a southern exposure this is ideal.

Soak the seeds in water overnight. This will make them sprout sooner. Drop the soaked seeds into a 2.5cm deep trench at 7.5cm intervals about 20cm from the wall.

Make a frame of string or lath for the young plants to climb on.

Mr. Rose adds that with daily watering and plenty of sun your sweet peas should flourish and produce a mass of blooms by mid July.

2. Plan an interview to find out more about a subject that interests you. Perhaps someone who lives near you has an interesting hobby or profession. Decide what you want to know. Then arrange your interview.

Follow the steps given in the lesson to make notes. Write your notes in the space below.

Topic

Date _____

Name of Person Interviewed _____

FIFTH DAY

READING

To Have Nothing at All, page 150

Do you think it is possible to have absolutely nothing at all?

_____ Tell why you think as you do.

In our poem today the author, Elizabeth Coatsworth, tells what it means to own nothing at all. Read the poem silently. You may be surprised by the author's point of view.

1. According to the poem, can anyone ever have nothing at all?
_____ Why not?
-
-

2. List four things that the poet says we may keep even though we may lose all the things that belong to us.
-
-
-
-

3. Do you agree with the poet? _____ Add two other things which are not mentioned in the poem but which all of us may enjoy?
-
-

4. Which idea from the poem do you think the artist had in mind when illustrating it?
-
-

5. What do you think the author means by roving thoughts/Which still know their abode?

6. Which lines of the last stanza best express the poet's idea that life is an adventure?

7. Ask your supervisor to read the poem aloud while you listen. Do you have the same feeling about the poem that you had when reading it silently?

8. Practice saying the poem each day until you can recite it from memory.

SPELLING

As your supervisor says each word, write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

SEND FOR CORRECTION

LANGUAGE

Using the notes you made during your interview last day, write a report on what you have learned which would be suitable for a newspaper column. Proofread your report so that it is interesting but concise and tells exactly what you learned about your chosen subject.

[illegible]

WRITING

Rewrite the sample of handwriting in last day's writing exercise or write a few sentences of your own telling what you hope to be when you grow up.

1. Now test your own writing.

Put a line under any letter which is incorrectly made.

Put slanted lines measuring each space between words.

Make lines to show the slant in the third line.

Examine the words to see if spaces are even between letters.

2. Give your opinion of your spacing.

3. Does your writing slant unevenly, too much or too little?

4. Do you think your writing would be better if it were larger?
_____ or smaller? _____

5. Which of your letter forms should you try to improve?

6. In what way is your writing better than that in the sample?

SEND FOR CORRECTION

SELF-CORRECTING EXERCISES FOR LESSON 10

page 3

SPELLING

brīdle	tram̃ple	sadd̃le
baŃtle	pur̃ple	tick'le
sam̃ple	dim̃ple	puzz̃le
cañdle	bubb̃le	nib̃ble
dazz̃le	bar̃rel	

page 4

LANGUAGE

Lesson 10

1. What - a cold hungry cat was found

Who - Alice Hanson

Where - locally - near her home

When - last Tuesday

Why - to look after it.

How - doesn't really say

page 9, 10

WORD SKILLS

Lesson 10

1. workhouse
housewife housework
farmyard
farmhouse

2. Compound words underlined

<u>drawbridge</u>	<u>campfire</u>	<u>footsteps</u>	
<u>landlord</u>	<u>outskirts</u>	<u>weatherman</u>	
<u>moonlight</u>	<u>starlight</u>	<u>keyboards</u>	<u>earthworms</u>

3. drawback weatherproof
campground moonbeam
football starfish
landlady keyhole
outback or earthquake
outside

4. bookmark	waterhole	watercress
bookcase	watermark	
bookkeeper	watershed	
bookshelf	watermelon	

page 13

1. galleon, Santa Leona
2. a team of divers
3. off the coast of Bermuda
4. 1760
5. The divers were doing an ecological study of the ocean floor.

page 14

1. It is believed that the Santa Leona had a million dollars in gold coins.
2. The divers were doing an ecological study of the ocean floor at the time.
3. No treasure was actually discovered when the ship was first reported. Salvage crews will begin work immediately to determine whether the ship in fact did contain any treasure.

page 18

LANGUAGE

Lesson 10

1. The editorial contains one fact:

Not only did they win the game by a score of 15 -5, but they had only 3 penalties while the Knights had 12. The other statements in the editorial are opinions and should have been underlined.

page 23

WORD SKILLS

Lesson 10

I'd	would	wouldn't	o
I'll	will	don't	o
1. let's	us	they're	a
you'd	would	we've	ha
she'll	will	I've	ha
we'd	have	weren't	o
		should not	o

page 23

1. I would	<u>I'd</u>	<u>woul'</u>
here is	<u>here's</u>	<u>i</u>
when is	<u>When's</u>	<u>i</u>
I am	<u>I'm</u>	<u>a</u>
does not	<u>doesn't</u>	<u>o</u>
I have	<u>I've</u>	<u>ha</u>
can not	<u>can't</u>	<u>no</u>
he would	<u>he'd</u>	<u>woul</u>
could not	<u>couldn't</u>	<u>o</u>

Lesson 10 pages to be SENT FOR CORRECTION

Reading	pages 1, 2, 7, 8, 15, 16, 29, 30, Think and Do pages 30, 33
Language	page 5, question 2, 20, 28, 32
Word Skills	page 11, 24, 25
Spelling	pages 17, 31
Writing	pages 21, 33

LESSON RECORD FORM

0601 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

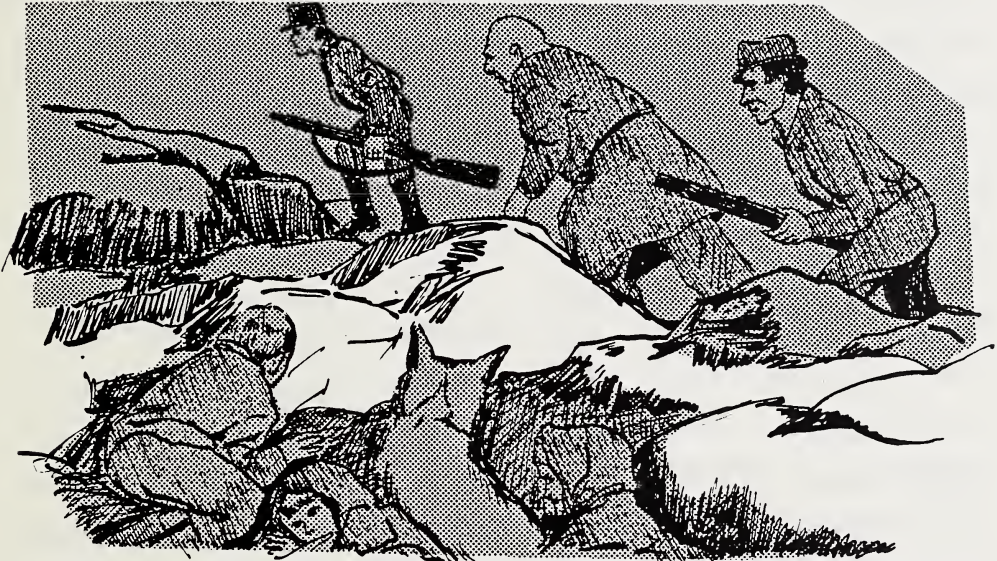
Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Over the Mountain with Perra, pages 151-164



Our story this week tells how a family who lived in a German village escaped over the mountains to make their home in Canada. This story takes place just before the Second World War which lasted from 1939 to 1945. The children in the story would be about the same age as your parents.

Look in your atlas to find the city of Munich in Germany. This is the region where our story begins. On your larger map, mark the city of Munich. Find the Rhine River which Chris and his family crossed to escape into France. Would you describe the geography of the area as mountainous, rolling or flat? _____

Look at the picture on page 151. Why do you think the members of Chris's family look so tense?

Read all of the story to find out the reason for their anxiety. As you read, think of how this story is similar to other stories in this unit.

SPELLING

Review

Here are the spelling words you learned in the first ten lessons.

1. *hog	2. *pipe	3. *jail	4. hem
sod	mate	beef	*dive
ram	pile	*leak	pump
*lend	*size	fail	*screen
gift	rule	neat	*keen
bent	face	*spear	tame
act	nose	gain	hire
*split	wine	sweep	stone
print	wipe	bleed	*strike
*stamp	bone	float	*grapes
trap	*spoke	*grain	dust
*stunt	*stole	deal	vote
swept	plate	hoe	speed
swift	*stride	steep	*fear
*crept	*grade	*bait	mend
5. bath	*throat	6. jar	part
shelf	*length	verb	*fork
sheet	*thread	*worth	march
*polish	shed	mark	*skirt
gang	*leather	sort	harm
chain	chores	smart	*apart
bother	chase	*cord	*regards
*method		lard	

7. sailor	8. clown	9. toil	10. *bridle
*checker	power	*spoil	battle
clover	shower	hoist	sample
ladder	bowel	*loyal	candle
copper	*vowel	bloom	*saddle
*elevator	*slow	broom	trample
janitor	*marrow	*lagoon	purple
*tractor	willow	tooth	dimple
*regular	follow	*shook	*bubble
manner	*below	thaw	*tickle
*sweater	around	law	*barrel
*grammar	amount	*fawn	novel
motor	*surround	maul	travel
collar	*count	because	*model
*hammer	hound	*daughter	puzzle

1. The words in column 1 have the short vowel sound. Write 4 words that have the same vowel sound as in



Write 4 words that have the short vowel sound of a.

2. Write a word from column 1 that has the short vowel sound of *o*.

Write a word from column 1 that has the short vowel sound of *i*.

3. Words in column 2 have a long vowel sound. They are spelled with a vowel, consonant and silent *e*.

Write the words that have the long vowel sound of *o*.

4. The words in column 3 have the long vowel sound and are written with two vowels together. The long vowel sound you hear is the first vowel you write after the consonant. Opposite each word in column 3, page 2, write the long vowel sound you hear.
5. Unscramble these words found in column 5.

horsec _____

flesh _____

hartto _____

heds _____

readht _____

china _____

slophi _____

throbe _____

6. Look at the words in column 6. Does the vowel before *r* have the long vowel sound in any of these words? _____ Circle the symbol that shows the sound of *a* before *r* in these words.

a *ā* *ã* *ä*

7. The symbol given to the sound of the vowel in the final syllable of each spelling word in column 7 is _____. Write the name for this symbol.

8. Write two words from column 8 in which *ow* has the long *o* sound.

Write two words in which the *ou* sound is spelled *ou*.

Write two words in which the *ou* sound is spelled *ow*.

9. Write two words from column 9 in which the *o* sound is spelled *aw*.

Write two words in which the *o* sound is spelled *au*.

10. Write four words from column 10 that have the consonant repeated and that end in *le*.

LANGUAGE

Review

In this lesson we will review some of the concepts we have covered in the first two lessons of Grade 6 Language Arts. If you have difficulty, review the work in Lessons 1 and 2.

1. Pretend that you are introducing a new school friend to your mother. In the space below, write the exact words you would say. (Lesson 1)

2. Write an example of each of these kinds of sentences. Be sure to punctuate them correctly. (Lesson 1)

declarative _____

interrogative _____

imperative _____

exclamatory _____

3. Remember that a sentence expresses a complete thought. Every sentence must have a subject and a predicate. Add an interesting predicate to each of the following complete subjects to make interesting sentences. (Lesson 2)

1. The dress with the pink frills _____

2. An avalanche of snow _____

3. Four old gnarled apple trees _____

4. The boy wearing the red and black sweat suit _____

5. Bob's sister Helen _____

4. Underline the noun in each complete subject in exercise 3.

5. Circle the verb in each complete predicate in exercise 3.

6. Add an interesting subject to the following predicates to make complete sentences.

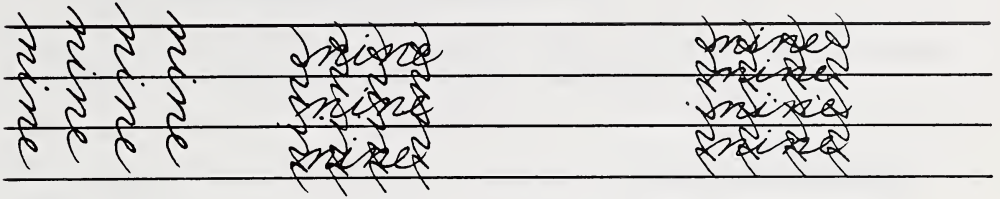
1. _____ lurched down
the mountain road.
2. _____ sang sweetly.
3. _____ cooked a
delicious meal for us.
4. _____ fed milk to
the bear cubs.
5. _____ rose at five
thirty.

7. Circle the simple subject in each sentence in exercise 6.

8. Underline the simple predicate in each sentence in exercise 6.

WRITING

Here is an exercise to help you develop even spacing.
Complete the first set.



Practice even spacing by doing the above exercise using the words *nine* and *none*.

Four sets of empty ruled lines for handwriting practice.

Write the following sentences. Be sure to space your words evenly.

The letters most often used are
a, o, i, e, t, h, n, r, and s.
Dot the i and loop the e. Do not
confuse a and o.

Four sets of empty ruled lines for handwriting practice.

SECOND DAY

READING

Over the Mountains with Perra, pages 151-164

Scan the story quickly to recall the main points. Then complete the following exercises. Write complete sentence answers.

1. What other story in this unit is most like Over the Mountains with Perra?

2. In what way are the two stories alike?

3. Why did the members of the family have reason to fear Hitler's secret agents? (Page 152)

4. How do you think Perra learned to distinguish between friend and enemy?

5. What evidence is there that Perra had been well trained for her job?

6. What does Chris' mother do that enables Perra to lead her and the children to Father and the guide?

7. Why did the father have to leave the village separately from the mother and children?

WORD SKILLS

Vowels followed by *r* - *ar*, *er*, *ir*, *or*, *ur*

Look at the following words.

card fort curds herd thirst word

Notice the symbols or sounds for the underlined parts of the words.

card - ä*r* *fort* - ô*r* *curds* - è*r*
herd - è*r* *mirth* - è*r* *word* - è*r*

1. Study the above words. Write the words that have the *er* sound in them.

2. *partner* *porch* *hurdle* *Bermuda*

Using the letters from each of the large words below - write five words in which the vowel sound followed by *r* has the same sound as in one of the words above.

manufacture

apartment building

t erm part of a school
 year

t _____ black sticky stuff

c _____ something a horse
 can pull

m _____ a bird

f _____ a place where
 crops and animals
 are raised

m _____ an animal

b _____ overcooked

f _____ a feathery leafed
 plant

d _____ an arrow

t _____ homonym of tern

3. Circle ten words in the following list in which the vowel *and r* sound is the same as in *herd, thirst, work* and *curds*.

burr	pert	nervous	girl
verse	nurse	form	smart
stirring	cardinal	darken	partly
spurt	Norman	curtain	harp
border	harmful	perch	marble

4. Write the words from the list in which the vowel *r* sound is like that in *horn*.

5. Write the words from the list in which the vowel *r* sound is like that in *party*.

6. Make as many words as you can from each incomplete word using letters that stand for the sounds represented by *ar*, *or* and *er*. Write each word in the proper column.

	ar	or	er
f_____m	_____	_____	_____
c_____ve	_____	_____	_____
c_____d	_____	_____	_____
b_____n	_____	_____	_____
sh_____e	_____	_____	_____
f_____	_____	_____	_____

LANGUAGE

Review

1. Do you remember the difference between a common noun and a proper noun? Write the definition of a proper noun in the space provided. (Lesson 3)

2. Underline each common noun in the following sentences. Then rewrite each sentence making it more informative by replacing each common noun with a proper noun. The first one is completed for you.

1. The boy rode his bike down the avenue.

Tom rode his Spyder down Jasper Avenue.

2. The girls went to see a movie at the theatre.

3. A dog chased a cat through the park.

4. The school will be closed on the holiday.

3. What is a verb? Write your definition here.

Underline the verbs that you can see or hear. Circle each verb that you cannot see or hear in each of the following sentences.

1. The gleeful children splashed through the puddles.
 2. The flock of geese honked loudly.
 3. Are you expecting a letter?
 4. The clever dog understood the command.
 5. Tom forgot his coat in the doctor's office.
 6. The racing car crashed through the guard rail.
4. Write your definition of a pronoun. Then check it with the definition given in Lesson 3.

Write six pronouns.

THIRD DAY

READING

Over the Mountains with Perra, pages 151-164

1. Perra was indeed a clever and well-trained dog! Why do you think she did not rush out and attack the bullet-headed man and the other two agents on the trail?

2. How do we know that Perra had worked with Fritz before on the escape route?

3. The story does not tell us how Perra and the family found their way across the mountains after they found that the path had fallen away. Write a well-organized paragraph telling how you think they may have done this.

4. The decision to leave Perra behind in favor of Mary reveals certain character traits about the family. Read the last page of the story again. Then list as many character traits as you can for each of these people.

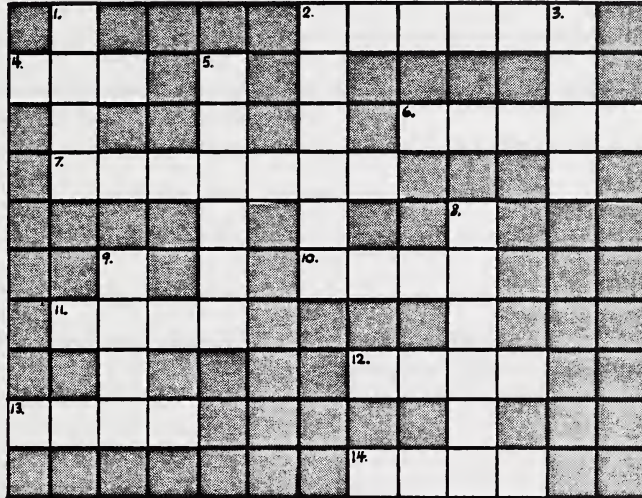
Father _____

Mother _____

Chris _____

SPELLING

1. Here is a crossword puzzle for you to work. The words are from your spelling list.



ACROSS

- 2. the front of the neck
- 4. a male sheep
- 6. a weapon used for hunting
- 7. the skin of animals
- 10. a bargain
- 11. repair
- 12. to express a choice
- 13. partner
- 14. part of the face

DOWN

- 1. a prison
- 2. used in making cloth
- 3. capture
- 5. way of doing something
- 8. dishes
- 9. tidy

If you have any free time study the spelling words marked with an asterisk *. (See pages 2 and 3)

LANGUAGE

Review

1. Do you remember what an adjective is? Write your definition of an adjective here. Then check it with the definition given in Lesson 4.

2. Add at least 2 colorful adjectives to each sentence to make it more interesting and informative.

1. The _____ man staggered down the _____ alley.

2. The _____ girls entered the _____ contest.

3. The _____ snake slithered through the _____ grass.

4. The _____ magician entranced us with his _____ tricks.

5. The _____ horses stampeded through the _____ canyon.

3. Following the rules for writing paragraphs which were given in Lesson 2, write an interesting paragraph about one of these topics.

My most Frightening Experience

The Day I Cooked Dinner

Babysitting My Little Brother (or sister)

Write a rough copy first. Then proofread it and rewrite your finished copy in the space below. You will find suggestions for proofreading in Lesson 7.

[illegible]

WRITING

For your writing exercise today I should like you to copy the first verse of the poem "To Have Nothing at All" Cavalcades page 150, or another poem that you particularly enjoy. I will test it for:

- spacing
- height of letters
- shape of letters
- slant

[illegible]

FOURTH DAY

READING

Over the Mountains with Perra, pages 151-164

In this story the author's choice of words makes the descriptions very vivid to the reader. Answer the following in complete sentences.

1. How does the author describe the way Perra's fur stood up at the sight of the secret police agent? (Page 151)

2. On page 152 how does the author express the fear Chris' mother felt when she saw the agent appear in the doorway?

3. Find five descriptive images on page 158 which create a vivid picture of the family and Perra escaping in the storm.

4. The owner of a dog must devote many hours to his pet if it is to be a well trained and a useful animal.
Read Training Your Dog, page 35 Think-and-Do. Then answer the questions at the bottom of the page.

5. The family in Over the Mountains with Perra was successful in escaping from Germany. Diary of an Escape on pages 36 and 37 of Think-and-Do tells of an escape that does not have a happy ending.

At the end of the story is a list of words. Each could be used in place of a word written in the diary. Fill in words from the diary that have a similar meaning to each word in the list.

WORD SKILLS

More Vowels followed by *r* - *are*, *ear*, *air*

Read the following sentences. Underline the three words that have the same vowel *r* sound.

The pear tree is bare.
This does not seem fair.

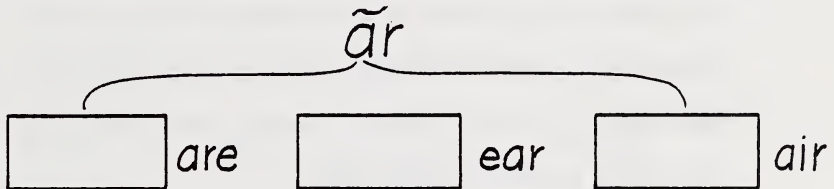
I hope you underlined the words *pear*, *bare* and *fair*.

Write the letters that stand for the vowel *r* sound in each.

pear _____ *bare* _____ *fair* _____

These vowel *r* sounds are given the *ā̃r* symbol.

1. There is one consonant that can be put before *are*, *ear* and *air* to make words that sound exactly alike. Find that consonant and write it in the boxes.



2. What do we call words that sound exactly alike?

Complete each word with a homonym that sounds exactly like another word in the sentence.

1. The fireman _____ at the stairs which are engulfed in flames.
2. The zookeeper put his _____ arm into the bear cage.

3. Do not go to the _____ unless you have bus fare to come home.
4. If you read a story about a _____ combing it's hair, you would know the story is a fairy tale.
3. Circle the words in the following story that have the sound symbolized by ar.

A farmer hoped to catch some hares. He set several snares on his farm. He was not aware that it would harm a bear as most bears are asleep during the winter. But one bear was far from being asleep. It had travelled far from its warm cave to the farm. The day was fair and sunny and the bear walked along without a care. Suddenly he felt something tighten around his paw. He was caught fast in a snare. Do you think man is fair to trap wild animals in this way?

LANGUAGE

Review

1. Write the plural of each noun in the list. If you have difficulty refer to Lesson 7.

goose _____

foot _____

leaf _____

woman _____

deer _____

baby _____

mouse _____

dwarf _____

thief _____

life _____

2. Write the singular possessive form.

monkey the _____ tail

reindeer the _____ nose

hero the _____ medal

dress the _____ hem

3. Write the possessive form of each plural noun.

geese the _____ migration

families the _____ homes

wolves the _____ tracks

oxen the _____ hoofs

4. Make a book list of six books you have in your home at present.
You may need to refer to Lesson 9 to complete this exercise.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

FIFTH DAY

READING

The school year is moving along! When you have finished this lesson you will have completed one third of your Grade 6 course. How grown up you are becoming!

The stories in Unit Two of Cavalcades have introduced us to people from many different countries who chose to make Canada their homeland. I hope you have enjoyed reading about them.

The authors of the stories in Unit Two have used many colorful and descriptive words to create vivid images of the happenings in their stories. I hope that in your writing you are learning to do the same. If you can use vivid and precise words to describe sights and sounds, your writing will be much more interesting to those who read it.

1. Test your knowledge of descriptive words by completing the exercises on page 38 of Think-and-Do according to the instructions given at the top of the page.
2. How well do you remember the details of stories you have read in this unit?

Read the six statements on page 39 of Think-and-Do. Select a word or group of words from the list at the top of the page that correctly answers each question. Write your answers on the dotted lines.

3. Names are interesting. Because Canada is made up of people who came from many different countries we have a great variety of names. Have you ever wondered where all these names originated and what they mean?

Read the article on page 40 of Think-and-Do. Perhaps you will find out what your family name means. On page 41 is a list of common names for boys and girls. After each name is the language from which it comes, its meaning and its spelling in other languages. Read the names and information. Then answer questions one through thirteen by referring back to the list. (Do not send page 41 Think-and-Do for correction.)

4. In what country did these names originate?

Johann Schmidt _____

Giovanni Ferraro _____

Jean Lefevre _____

What would the names be in English?

SPELLING

Supervisor - Dictate the words marked with an asterisk*.

- | | |
|-----------|-----------|
| 1. _____ | 16. _____ |
| 2. _____ | 17. _____ |
| 3. _____ | 18. _____ |
| 4. _____ | 19. _____ |
| 5. _____ | 20. _____ |
| 6. _____ | 21. _____ |
| 7. _____ | 22. _____ |
| 8. _____ | 23. _____ |
| 9. _____ | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |

31. _____

32. _____

33. _____

34. _____

35. _____

36. _____

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

46. _____

47. _____

48. _____

49. _____

50. _____

51. _____

52. _____

53. _____

54. _____

55. _____

56. _____

57. _____

58. _____

59. _____

60. _____

Supervisor's Signature

Review

-
-
-
-

- [illegible]

3. Suppose that an unidentified flying object has crashed into a field near your home. You are the news reporter who has been sent to cover the story. Use your imagination to write a lead paragraph about this event.

What are the five questions your lead paragraph should answer?

1. _____? 2. _____? 3. _____?
4. _____? 5. _____?

Write your exciting lead paragraph in the space below.
Be sure to give it an eye catching headline.

[illegible]

WRITING

Today we will practice three capital letters that cause difficulty because they look alike. These three are *U*, *V* and *W*.

Loosen up with a row each of push-pulls and continuous ovals.



Make one row of each of these capital letters.

*U**V**W*

Make a row each of the capital and small letters together.

*U u**V v**W w*

Lesson 11 pages to be SENT IN FOR CORRECTION

Spelling	pages 3, 4, 5
Language	pages 6, 7, 8
Reading	pages 10, 11
Word Skills	pages 12, 13
Language	pages 14, 15
Reading	pages 16, 17
Spelling	page 18
Language	pages 19, 20
Writing	page 21
Reading	pages 22, 23
Word Skills	pages 24, 25
Language	pages 26, 27
Reading	pages 28, 29
Spelling	pages 30, 31
Language	pages 32, 33

GRADE 6

UNIT TWO
LESSONS 12-22

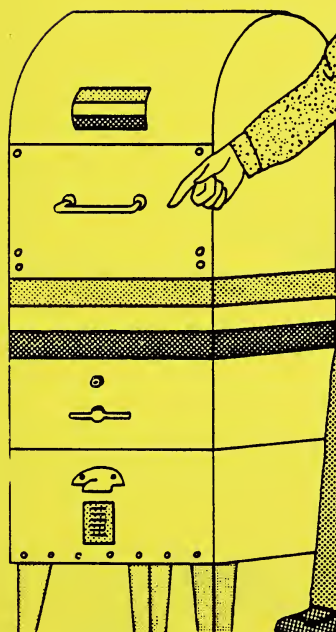
LANGUAGE ARTS

READING

WORD SKILLS

SPELLING

WRITING



ALBERTA CORRESPONDENCE SCHOOL
ALBERTA EDUCATION
EDMONTON, ALBERTA

Language Arts 6

Unit 2

LESSONS 12-22



Language Arts 6
Student Module
Unit 2
Lessons 12-22
Alberta Distance Learning Centre
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**A LESSON RECORD FORM MUST BE COMPLETED FOR EVERY LESSON
SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

A Lesson Record form with the **correct** label attached **must** be enclosed with **every** lesson submitted for correction, as illustrated below.

Correct use of these labels will ensure prompt processing and grading of your lessons.

The enclosed **Lesson Labels** must be checked for spelling and address details.

Please advise the Alberta Distance Learning Centre promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Distance Learning Centre. If the proper label and Lesson Record Form is not attached to each lesson as indicated it will delay your lessons being processed and credited to you.

Lesson labels are to be attached to the **lesson record forms** in the space provided for student name and address.

Check carefully to ensure that the **subject name**, **module number** and **lesson number** on each label corresponds exactly with the lesson you are submitting.

Labels are to be **peeled off** waxed backing paper and **stuck** on the lesson record form.

Only **one** label is to be placed on each lesson.

LESSON RECORD FORM

FOR STUDENT USE ONLY		FOR A.D.L.C. USE ONLY	
<p>Date Lesson Submitted _____</p> <p>Time Spent on Lesson _____</p>	<p>(If label is missing or incorrect)</p> <p>File Number _____</p> <p>Lesson Number _____</p>	<p>Assigned Teacher: _____</p> <p>Lesson Grading: _____</p> <p>Additional Grading E/R/P Code: _____</p> <p>Mark: _____</p> <p>Graded by: _____</p> <p>Assignment Code: _____</p> <p>Date Lesson Received: _____</p> <p>Lesson Recorded: _____</p>	<p>Student's Questions and Comments</p>
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p align="center">LESSON</p> <p align="center">MODULE</p> <p align="center">FILE NUMBER</p> <p align="center">COURSE NAME</p> <p align="center">Name</p> <p align="center">Address</p> </div> <p style="font-size: small; margin-top: 5px;">Please verify that prepared label is for correct lesson and lesson.</p>		<p>When revised labels are received, place the <u>correct</u> new labels on your Lesson Record Forms.</p>	
<p>Teacher's Comments</p>		<p align="right">_____ Correspondence Teacher</p>	

DO NOT MARK OR COVER BAR CODING.

CHANGE OF ADDRESS

If the address on your lesson record form differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

Self Correcting Exercises

To help you learn the different concepts and skills in the Grade 6 Language Arts course we have prepared answers to some of the lesson exercises. This means that you will be more actively involved in teaching yourself. You will be required to correct specific exercises using the answers provided for you in this unit. This immediate feedback to the exercises you complete will help you learn the skills that are taught and will also prepare you for the work in succeeding exercises.

***** HOW TO USE THE SELF CORRECTING EXERCISES *****

- Do all the language exercises for each day.
 - When you finish the exercises for the day, check your work with the answers provided at the end of each lesson.
 - If you have trouble with a particular exercise, go back and study the work again, then make corrections in your work. If you still have problems understanding the work, ask your correspondence teacher to help you. You may write to your teacher or you may phone your teacher using the Government Rite system.
 - Remember to check only the exercises to which you have the answers.
 - SEND THE OTHER EXERCISES IN FOR CORRECTION. A list of the exercises to be sent in for correction is given at the end of each lesson.
- *****
- Language Arts Lessons 11, 22, and 33 are review exercises so no answers are provided for these lessons.
 - From time to time your teacher may ask you to send in the exercises that you have corrected yourself so it is important that you do all the assigned exercises in the lessons.
 - You may grade the work you correct yourself. Ask your supervisor if she agrees with you

Enjoy your work!

Happiness is knowing where you are going and when you get there.

FIRST DAY

READING

Unit Three - Round Earth and Open Sky

In this lesson we begin a brand new unit in your reader. Open your reader at page 167. What does the title of the unit suggest to you?

How does the design convey the idea that the sky and the space beyond are limitless?

What do you think the black parts may represent?

What word expresses the idea of the earth and all that is in the skies beyond?

Did you think of the word universe?

Read the poem Universe on page 166.

Would it be possible for anyone of us to know all there is to know about the universe?

The stories in this new unit tell about man's ability to cope with the different forces in nature.

Stormbound - pages 169-180

1. What do the title of this story and the picture on pages 168-169 suggest to you about the boy's problem?

2. What do you think the boy might do?

3. What equipment does he have that may prove useful in this situation?

4. Read the story to find out how the boy solves the problem of the storm.

SPELLING

Words With *c* and Words With *g*

1. *c* followed by *e*, *i* or *y* usually has the *s* sound as in these words:

cigarette

cent

motorcycle

2. *c* followed by *a*, *o* or *u* usually has the *k* sound as in these words:

coal

carpet

calendar

3. *g* followed by *e*, *i* or *y* usually has the *j* sound as in these words:

giraffe

ranger

gypsy

The word *anger* is an exception to this rule.

4. *g* followed by *a*, *o* or *u* usually has the *g* sound as in these words:

goat

gander

gulf

Here are your spelling words for this week.

vinegar	lettuce	city	ledge	range	carriage
juice	ambulance	scarce	pain	hygiene	bandage
celery	danger	cedar	certain	baggage	

Say and write each spelling word.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. In which three words are the *ij* sounds spelled *age*?

_____	_____	_____
-------	-------	-------

2. Add *ly* to *certain* and *scarce*.

_____	_____
-------	-------

3. Change *hygiene* into an adjective by adding *ic*.
What do you do with the final *e*?

4. Write *page* and *range* as *ing* words.

_____	_____
-------	-------

5. Write the three words which have 3 syllables. Draw lines between each syllable.

_____	_____	_____
-------	-------	-------

6. Which word is an antonym for *doubtful*?

Which is an antonym for *plentiful*?

7. Trial test - In the space below write correctly the words you had wrong.

_____	_____	_____
_____	_____	_____
_____	_____	_____

LANGUAGE

Parts of Speech - Adverbs

In Lessons 3 and 4 we studied these four parts of speech:

noun

pronoun

verb

adjective

Now we will study three more parts of speech:

adverb

preposition

conjunction

Adverbs

An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

An adverb tells how, when, where or to what degree.

Here is a simple sentence containing only a noun and a verb.

Trains stop.

We can add adverbs to tell *how, when, where* and *how often*.

Trains seldom stop here quietly now.

Which adverb tells how? _____

Which adverb tells when? _____

Which adverb tells where? _____

Which adverb tells how often? _____

In the following sentences the italicized words are adverbs. In the blank at the end of each sentence write what question the adverb answers.

Jim dropped the snake *quickly*. _____

You can run *faster* than that. _____

Bring the paper *here*. _____

It was raining *then*. _____

Tom plays volleyball *well*. _____

We shall arrive *there late*. _____

The negative words *never, not, n't* are adverbs. (*doesn't hasn't isn't*)

Most *ly* words are adverbs. (*quickly, happily, sweetly*)

In each of the following sentences the adverb modifies the verb. After each sentence tell the *verb, adverb* and *question answered*.

	VERB	ADVERB	QUESTION ANSWERED
Come here.	_____	_____	_____
Speak clearly.	_____	_____	_____
Start now.	_____	_____	_____
Walk faster.	_____	_____	_____
The car stopped here.	_____	_____	_____
We never sing.	_____	_____	_____
I can see clearly.	_____	_____	_____
He acted foolishly	_____	_____	_____
The farmer rose early.	_____	_____	_____
The car lurched dangerously.	_____	_____	_____

WRITING

If you are just beginning correspondence lessons be sure to read the General Instructions regarding writing before you do the following exercises.

Loosen up with these exercises. Relax your muscles.



Did you notice that in signatures, capitals are often joined?
Try the following.

CEEvans

HS Carter

LL Barnes

PN Oliver

Make up a signature for yourself and other members of your family. Write them in the spaces below.

SECOND DAY

READING

Stormbound - pages 168-180

Stormbound is the story of a young boy and his dog who were caught in a snowstorm. The young boy shows that he is capable of handling difficult situations. He makes a shelter and finds food for himself and a dog in the winter storm.

1. Have you ever been caught in a storm the way Allan was?

2. Why did Allan feel that he was to blame for being caught in the storm?

3. How had his feeling about the storm changed by the end of the story?

4. Why did he feel that he would never be afraid of the weather again?

5. Scan pages 170, 171, 175 and 177. Then in your own words write several well thought-out sentences telling how Stormy helped Allan meet the challenge of the storm.

6. When Allan realized he would be snowbound, he carefully thought out a plan for survival. Number the following steps in the order in which they occur in the story.

- _____ Allan sought shelter in the forest.
- _____ cut strips from his belt to make a leather thong
- _____ placed a piece of the mink's flesh on the hook
- _____ placed the twigs inside his jacket
- _____ snipped the chain from the trap and made a hook
- _____ skinned the mink
- _____ built a shelter from snow blocks
- _____ built a fire
- _____ threw the mink carcass out in the snow
- _____ unravelled yarn from his socks
- _____ attached one end of the yarn to a tree
- _____ climbed out of the pit and retrieved the skinned mink
- _____ anchored the end of his yarn to a stick
- _____ gathered dry hemlock twigs
- _____ started toward the creek
- _____ He lifted a big pike from the water.

WORD SKILLS

The Two Sounds Represented by oo

Look at the following sentence.

The moose walked out of the cool water and shook himself before disappearing into the woods.

1. Underline the four oo words. Does oo have the same sound

in *moose* and *cool*? (a) _____

in *moose* and *shook*? (b) _____

2. What other word in the sentence has the same vowel sound as *shook*?

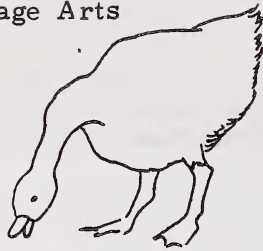
3. In which words does oo have the \dot{u} sound?

4. In which words does oo have the \ddot{u} sound?

5. Write one more word in which oo has the \dot{u} sound.

6. Write one more word in which oo has the \ddot{u} sound.

(Check your answers with the ones given at the end of the lesson.)



ü
goose



ü
foot

1. Mark the letter *u* to show which sound the letters *oo* represent in each word.

lagoon	ü	bookworm	ü
bamboo	u	groove	u
paratrooper	u	spooky	u
hoodlum	u	rooster	u
cool	u	ooze	u
boomerang	u	tooth	u
crooked	u	zoom	u
oodles	u	woodchuck	u
understood	u	foolish	u
look	u	neighborhood	u
woolen	u	toot	u
took	u	tool	u
scoop	u	gloomy	u
food	u	baboon	u
zoo	u	snooze	u
fishhook	u	cartoon	u

2. Does *oo* represent the same sound in all the words in the list

that contain *oom*? _____

that contain *ook*? _____

that contain *oot*? _____

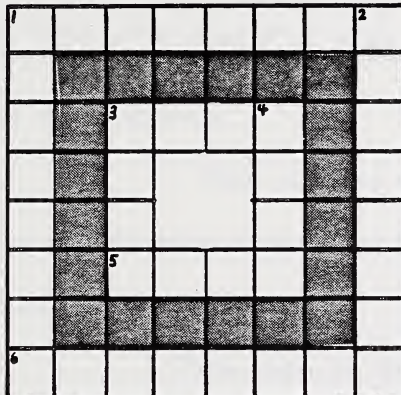
that contain *oon*? _____

that contain *ool*? _____

that contain *ood*? _____

(Check your answers with the ones given at the end of the lesson.)

3. Here is a puzzle for you to complete. Use only words that contain *oo* and which have the vowel sound as shown.

Across

1. male chickens ü
 3. implement ü
 5. seized ü
 6. firing a gun ü

Down

1. enough to fill
 more than one ü
 room ü
 2. bending ü
 3. sound of a horn ü
 4. to see ü

In the center of the puzzle draw a picture of a kind of animal which has *oo* in its name.

4. Fill in the blanks in each sentence with two *oo* words that rhyme and make sense.

On a hot day it is fun to swim in a _____

_____.

Maple _____ is _____ for making furniture.

LANGUAGE

Adverbs That Modify Adjectives

An adverb modifies an adjective by telling:

how much

or *to what degree*.

Look at this sentence.

This rope is short.

Short is an adjective describing the noun *rope*.

Now read this sentence.

This rope is *too* short.

Too tells how short. *Too* is an adverb modifying the adjective short.

The sun was *hot*.

Hot is an adjective describing the noun sun.

The sun was *extremely* hot.

Extremely tells to what degree it was hot. *Extremely* is an adverb modifying the adjective hot.

In each sentence list the adjective and the adverb that modifies it.

	Adjective	Adverb
1. I like brightly colored beads.	_____	_____
2. Mother was extremely happy.	_____	_____
3. Jane has a pea green suit.	_____	_____
4. My dog has a slightly crooked tail.	_____	_____

Adjective

Adverb

5. The sun was wonderfully warm.
6. How frightfully dark the water seemed!
7. Jim is an exceptionally clever student.
8. Tom is keenly interested in space travel.
9. My brother built a very swift boat.
10. The boat is bright red.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

THIRD DAY

READING

Stormbound - pages 168-180

1. By making a plan and following it through, Allan has survived a snowstorm. Were you able to guess how the mink carcass, the chain and the belt would be used before the author explained it?

_____ At what point in the story did you guess this? (page _____ line _____)

2. Why did Allan not travel out of sight of the fire when gathering wood?

3. Why did the paths he made resemble the spokes of a wheel?

4. What was the purpose of the ball of yarn?

The life Allan lived probably prepared him to deal with the crisis in which he found himself. Tell what you think is meant by

born to the elemental. (on page 174)

5. The main character in Stormbound was faced with a problem for which he was able to find a solution.

In each of the two stories on page 42 of Think-and-Do Book, a problem arises. As you read each story think about the problem and how you would solve it. Complete the exercises by following the instructions given. Send page 42 for correction.

6. At the right is a list of words from the story. Match each word with its meaning on the left.

_____	carefully thought out	speculatively
_____	not clear	sinister
_____	appearance which is not real	starkly
_____	a dangerous situation	improvised
_____	thoughtfully	offal
_____	soaked through	obscured
_____	threatening	permeated
_____	lying face down	predicament
_____	made something by using whatever was at hand	volition
_____	the waste parts of an animal killed for food	illusion
_____	the dead body of an animal	prone
_____	decision or choice	carcass
		deliberately

SPELLING

Write interesting sentences to show that you know the meaning of these words. In the brackets write the respelling showing the pronunciation given in your dictionary.

1. ambulance (am'byə ləns) _____

2. hygiene () _____

3. scene () _____

4. baggage () _____

5. ledge () _____

6. scarce () _____

7. certain () _____

Study the words you find difficult.

SEND FOR CORRECTION

LANGUAGE

Adverbs That Modify Other Adverbs

An adverb that modifies another adverb tells :

how

or to *what* degree.

Read this sentence .

John flipped the coin *quickly*.

The verb is flipped. *Quickly* is an adverb modifying the verb flipped.

Here is the same sentence. Notice that another word has been added to the sentence.

John flipped the coin *more* quickly.

More tells *how* quickly. *More* is an adverb modifying the adverb *quickly*.

We visit our cousins *often*.

The verb is *visit*. *Often* is an adverb telling *when* about the verb *visit*.

We visit our cousins *rather* often.

Rather tells how often. *Rather* is an adverb modifying the adverb *often*.

In each of the following sentences find:

1. the verb
2. the adverb that modifies the verb
3. the adverb that modifies the adverb.

1. The weeds grew exceptionally fast.

1. _____ 2. _____ 3. _____

2. The principal spoke rather sternly.

1. _____ 2. _____ 3. _____

3. The oxen travel too slowly.

1. _____ 2. _____ 3. _____

4. The engine idles very quickly now.

1. _____ 2. _____ 3. _____

5. The doctor spoke very softly.

1. _____ 2. _____ 3. _____

6. You sang exceedingly well.

1. _____ 2. _____ 3. _____

7. How very sweetly the birds sing!

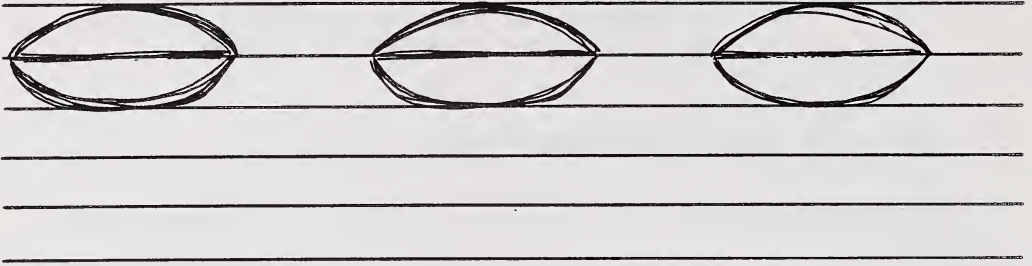
1. _____ 2. _____ 3. _____

8. You wakened the children too soon.

1. _____ 2. _____ 3. _____

WRITING

Loosen up by doing the following exercise.



This week I would like you to test your own writing. Let's begin by testing slant.

Write the following words in the space below. Using a pencil draw light lines on the downstroke of each letter as shown in line one.

*The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in his flight.*

All the lines should slant evenly to the right. Does your writing today have an even slant? _____

FOURTH DAY

READING

Stormbound - pages 168-180

1. The author of this selection has used words in such a way that the reader is given a vivid image of Allan's feelings throughout the story. Read the first complete paragraph on page 170. Can't you almost feel the snow against your legs? What other feelings does the author create for you in this paragraph?

The author used descriptive words to describe the feelings. Some of the words he used are *plunged* and *knee-deep snow*. Write other descriptive words from the first paragraph, page 170.

2. Page 172, paragraph 1
What feelings does the author create for you in this paragraph?

List some of the descriptive words the author used in this paragraph.

3. Page 178 - paragraph 2

feelings created (sensory images)

a scraping, grating noise

descriptive words used


scarred the ice

4. Page 180 - paragraph 2

feelings created (sensory images)

descriptive words used

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 12

- 
5. In this week's lesson you have become familiar with the meanings of several new words. Some of the meanings you were able to understand from the context in which they were used in the story. On page 43 of Think-and-Do see if you can find the meaning of each word in italics from the context clues in the sentences. Complete the exercises according to the instructions at the top of the page.

SEND FOR CORRECTION

WORD SKILLS

The Sounds Represented by *oi* and *oy*

A vowel diphthong is a union of two vowels pronounced as one syllable.

oi and *oy* are vowel diphthongs

Both *oi* and *oy* are represented by the symbol *oi* as in:

joint oi.

royal oi.

1. Pronounce each word in the list and draw a line to its definition.

<i>noise</i>	<i>a long trip</i>
<i>toy</i>	<i>sound</i>
<i>voyage</i>	<i>a cut of meat</i>
<i>sirloin</i>	<i>something to play with</i>

Underline the letters that represent the same vowel sound in each word. Write the symbol for this sound _____.

2. In the space after each word write the symbol to show the sound which the underlined letters represent. Don't get caught!

<u>n</u> oisy _____	<u>m</u> ock _____
cordu <u>o</u> y _____	<u>o</u> yster _____
<u>p</u> oinsettia _____	en <u>o</u> y _____
<u>o</u> cean _____	in <u>o</u> ice _____

3. Complete each word with two letters represented by the vowel sound *oi*.

b__ __ hood

l__ __ al

c__ __ l

ch__ __ ce

av__ __ d

m__ __ sture

r__ __ alty

destr__ __

p__ __ son

app__ __ nt

4. Complete each sentence using a word made from the letters in this word *PERSONALITY*.

The _____ was good for growing wheat.

_____ is a synonym for work.

Many people eat _____ sauce on rice.

There is no _____ in trying to put together a _____ airplane when some of the pieces are missing.

An _____ is something like a clam.

5. Rearrange the letters to make words containing the *oi* sound.

yilo _____

plosi _____

covie _____

yallo _____

LANGUAGE

Interrogative Adverbs

In our study of sentences we said that an interrogative sentence is one that asks a question. An *adverb* used in asking a question is an *interrogative* adverb.

An interrogative adverb modifies a *verb*, an *adjective* or another *adverb* just as any adverb does in a declarative sentence.

When are you going to school?

When is an interrogative adverb.
It modifies the verb *are going*.

How many brothers have you?

How is an interrogative adverb
modifying the adjective *many*.

How quickly can you write a letter?

How is an interrogative adverb
modifying the adverb *quickly*.

In the space after each sentence write the interrogative adverb and the word it modifies.

1. Where is she going?

Where modifies is going

2. Where shall we eat?

_____ modifies _____

3. How fast can you run?

_____ modifies _____

4. Why are you staring?

_____ modifies _____

5. How much money did you pay for your bicycle?

_____ modifies _____

FIFTH DAY

READING

Stormbound - pages 168-180

How well do you understand the details of the story and the meaning of the new words which you have encountered? If you do not understand the meaning of the italicized word, turn to the page where it was first used. (The page number is given in brackets) Try to determine its meaning from the parts of the sentence before and after the word. We call this the *context* in which the word is used. If you cannot decide the meaning from *context clues* use your glossary or dictionary. You may need to skim the story to recall some of the facts.

Answer the following questions *yes* or *no*.

1. Was Allan *enthralled* when he hurried toward the forest at the beginning of the story? (Page 179)

2. Did he consider the storm *sinister* at first? (Page 177)

3. Was the mink caught in an *improvised* trap? (Page 178)

4. Did Allan dig a pit *adjoining* the creek? (Page 171)

5. Did Allan sleep in a *prone* position? (Page 178)

6. Did warmth *penetrate* the pit when Allan built up the fire? (Page 177)

7. Did Allan use the mink *pelt* for bait? (Page 174)

8. Was Allan's thought that the fish had taken the bait an *illusion*?
(Page 169)
-
9. Did Allan save the *offal* of the pike to use for bait? (Page 180)
-
10. Did Stormy stay with Allan of his own *volition*? (Page 178)
-
11. Do you think Allan *averted* his face when Stormy tried to lick his cheeks? (Page 178)
-
12. Complete page 44, Think-and-Do according to instructions.

I hope you have enjoyed this story by James Kjelgaard. Some other books by the author are Big Red, Swamp Cat and Haunt Fox.

SPELLING

As your supervisor says each word write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

Reviewing Adverbs

Adverbs are words that modify verbs, adjectives, or other adverbs. Adverbs answer the questions:

how

when

where

and to *what* extent.

In the following sentence *dog* is the noun and *barked* is the verb.

The dog *barked*.

We can make the sentence more interesting by adding a colorful adjective describing the noun *dog*.

The *spotted* dog barked.

We can make the sentence create a more vivid picture by adding an *adverb* to tell *how* the dog barked.

The spotted dog barked *loudly*.

1. Make the following sentences more interesting by adding an adjective to modify the noun, and an adverb to modify the verb. Write the new sentence in the spaces provided.

1. The choir sang.

2. The bells ring.

3. The man snores.

4. The river flows.

5. The hens cackled.

2. In each sentence you wrote in exercise 1:


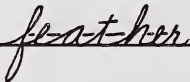
- underline the adjective.
- circle the adverb.

3. Write a sentence in which an adverb modifies an adjective.
Underline the adjective and circle the adverb.

4. Write a sentence in which an adverb modifies another adverb.
Underline the adverb which is modified. Circle the adverb
which modifies the one you underlined.

WRITING

Loosen up with some ovals and push and pull strokes. Then test your writing for spacing between letters. To do this, write the same words you wrote in last day's writing exercise and then make short pencil lines between letters like this.

Good Spacing	Poor Spacing
	

The short lines should be nearly the same length if your spacing between letters is even.

Handwriting practice lines consisting of 15 horizontal lines for writing.

SELF-CORRECTING EXERCISES FOR LESSON 12

page 4

SPELLING

Lesson 12

Check your words with the spelling words on page 3.

1. carriage, baggage, bandage
2. certainly, scarcely
3. hygienic (drop the final e)
4. paging, ranging
5. vin/e/gar, am/bu/lance, cel/e/ry
6. certain, scarce

page 5

LANGUAGE

Lesson 12

how - quietly
 when - seldom, now
 where - here
 how often - seldom

page 6

quickly - how
 faster - how
 here - where
 then - when
 well - how
 there late - where, when

	verb	adverb	question answered
Come here.	come	here	where
Speak clearly.	speak	clearly	how
Start now.	start	now	when
Walk faster.	walk	faster	how
stopped here	stopped	here	where
never sing	sing	never	when
can see clearly	can see	clearly	how
acted foolishly	acted	foolishly	how
rose early	rose	early	when
lurched dangerously	lurched	dangerously	how

page 10

- | | |
|-----------------|----------------------------|
| 1. (a) yes | 4. moose, cool |
| (b) no | 5. took, book, cook, look, |
| 2. woods | hook, nook, rook. |
| 3. shook, woods | 6. pool, root, tool. |

page 11

- | | | | |
|-------------|---|--------------|---|
| 1. lagoon | ü | bookworm | ü |
| bamboo | ü | groove | ü |
| paratrooper | ü | spooky | ü |
| hoodlum | ü | rooster | ü |
| cool | ü | ooze | ü |
| boomerang | ü | tooth | ü |
| cooked | ü | zoom | ü |
| oodles | ü | woodchuck | ü |
| understood | ü | foolish | ü |
| look | ü | neighborhood | ü |
| woolen | ü | toot | ü |
| took | ü | tool | ü |
| scoop | ü | gloomy | ü |
| food | ü | baboon | ü |
| zoo | ü | snooze | ü |
| fishhook | ü | cartoon | ü |
2. yes
no
yes
yes
no

page 19

- | | | |
|------------|-----------------|------------------|
| 1. grew | 2. fast | 3. exceptionally |
| 2. spoke | 2. sternly | 3. rather |
| 3. travel | 2. slowly | 3. too |
| 4. idles | 2. quickly, now | 3. very |
| 5. spoke | 2. softly | 3. very |
| 6. sang | 2. well | 3. exceedingly |
| 7. sing | 2. sweetly | 3. very |
| 8. wakened | 2. soon | 3. too |

page 21

READING

Lesson 12

1. feeling of biting wind and snow -
frozen willow and hemlock branches
2. page 172, paragraph 1

In this paragraph the author uses words which help to portray the matter-of-fact manner in which Allan went about the very necessary task of preparing to build a fire.

Descriptive words - dragged, dead, blunt, smash, brittle, chooped, broke, jumping.

page 22, page 180, paragraph 1

4. sliding - stepping, cutting
a feeling of self-sufficiency, and self assurance
You get the feeling that Allan can handle difficult situations.

5. SEND page 43 - THINK-AND-DO FOR CORRECTION.

pages 23, 24

WORD SKILLS

Lesson 12

1. noise — a long trip
 toy — sound
 voyage — a cut of meat
 sirloin — something to play with

2. noisy -oi mock -o
corduroy -oi oyster -oi
poinsettia -oi enjoy -o
ocean -o invoice -oi

3. boyhood loyal
 coil choice
 avoid moisture
 royalty destroy
 poison appoint

4. (Note each word should have an "oi" or "oy" sound.)

soil
 toil
 soya
 point
 toy
 oyster

5. oily spoil
 voice loyal

Lesson 12 pages to be SENT IN FOR CORRECTION

Reading pages 1, 2, 8, 9, 15, 16, 21, 22, 26, 27
 Think and Do pages 43, 44.

Word Skills page 12

Language pages 13, 14, 25, 29, 30

Spelling pages 17, 28

Writing page 31

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

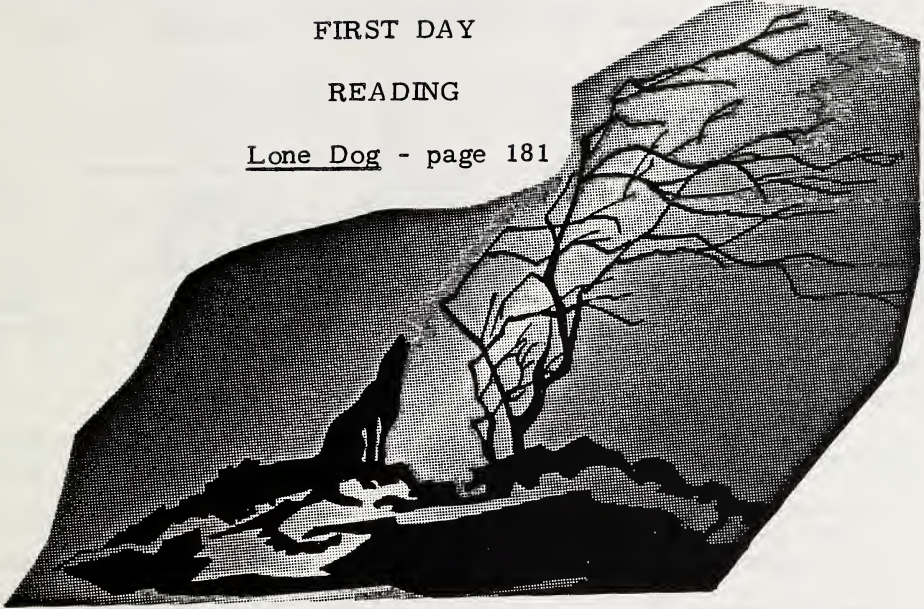
Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Lone Dog - page 181

Your reading exercise for today is a poem about a dog. I am sure you will enjoy reading the poem silently and orally.

1. Study the picture on page 181. How do you feel when you look at it?

2. How does this picture compare with the one on page 180?

3. Read the poem through several times. Does the rhythm help you to imagine a dog running through the night?

4. Do you think Lone Dog would ever take a master? Why or Why not?

5. In what ways are Stormy and Lone Dog different?

6. In what way are they the same?

SPELLING

Words With Double Consonants



Look at your spelling words for this week. Did you notice that each word has a double consonant?

When a one-syllable word ends with two consonants that are the same, we hear only one consonant sound from the double consonants.

spell (spel) call (koll)

Double consonants in the middle of the word have only one sound. Words with double consonants are usually divided between the consonants. The first syllable then ends with the first consonant. The vowel in that syllable will usually be short.

success (sək ses')

Sometimes a word will have double consonants inside the word and also at the end. Usually in these words the dictionary will show only one of each of the consonants in the pronunciation.

success (sək ses')

Here are your spelling words for this week.

hill	sniff	cotton
well	dress	ribbon
loss	toffee	supply
staff	cannon	princess
swell	summer	success
harness	umbrella	

1. Write each word and mark the syllables.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A *prefix* is a syllable or word put at the beginning of a word to change its meaning or to make a new word.

kind - unkind

The prefix is *un*.

A *suffix* is an addition put at the end of a word to change its meaning or to make a new word.

help - helpful

The suffix is *ful*.

2. Add the prefix *un* and the suffix *ful* to *success*.

3. Add the prefix *un* and the suffix *ing* to the word *harness*.

4. Write sentences to show your teacher that you can correctly use the two new words you have written in exercises 2 and 3 above.

LANGUAGE

Parts of Speech

Review of Adverbs

In our last lesson we studied adverbs. Let us see how well you have remembered what you learned.

1. What three parts of speech does an adverb modify?

2. Circle the adverb in each sentence and underline the word it modifies.

At the end of each sentence tell if the word modified is a *verb*, an *adjective*, or another *adverb*. (Notice that sentence 3 has 2 adverbs.)

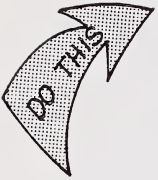
1. Don sang loudly. (_____)
2. She wore a very pretty dress. (_____)
3. Billy sings very well. (_____)
4. The children marched proudly. (_____)

More Adverbs

3. Draw a line under the adverb that modifies the italicized word or words.

1. Call it Courage is a very *interesting* book about a boy.
2. Mafatu lived on an extremely *warm* South Sea Island.
3. Other boys happily *fished* in the ocean.
4. However, Mafatu nearly *always* stayed on the island.
5. He was awfully *afraid* of the ocean.

6. People *laughed* cruelly at him.
7. His father was extremely *ashamed* of him.
8. Mafatu decided to quietly *leave* his home.
9. He quickly *sailed* from the island in a small boat.
10. The boat *was* almost *wrecked* in the storm.
11. But Mafatu finally *reached* an island.
12. He was terribly *tired*.
13. It is very *interesting* to read how Mafatu survived.
14. He was extremely *cunning* when he went to catch fish.
15. He skillfully *made* a knife from whalebone.
16. He made himself *dive* deep into the ocean.
17. The water was wonderfully *clear*.
18. But Mafatu was almost *killed*.
19. An octopus came frightfully *near* him.
20. Later, cannibals *came* to the island.
21. Mafatu scarcely *escaped* from the savages.
22. Finally he *returned* to his home.
23. He had proved to everyone that he was exceptionally *brave*.



WRITING

Do these warm-up exercises. Let your arm move more freely.
Complete each line.



Write the first stanza from the poem, "Lone Dog" by Irene Rutherford Mcleod.

*I'm a lean dog, a keen dog, a wild dog
and lone;
I'm a rough dog, a tough dog, hunting
on my own;
I'm a bad dog, a mad dog, teasing
silly sheep;
I love to sit and bay the moon, to keep
fat souls from sleep.*

Now test your spacing between words. Use curved pencil lines to test spacing.

SEND FOR CORRECTION

SECOND DAY

READING

Lone Dog - Page 181

1. Scan the poem which you read last day. Does Irene Rutherford McLeod actually describe the appearance of the dog? _____
What is described?

2. Notice that the poem is written as if the dog is speaking his thoughts.

Write the first line of the poem. Underline the long vowel sounds which give the impression of a dog baying or howling.

3. Read the first stanza again. Besides the rhyming words at the ends of the lines there is something else that helps to make the poem musical. Notice these words *lean, keen, rough, tough, bad, mad*. These are called internal rhymes because they occur within the lines. What do you think this extra rhyme does to the speed of the poem?

4. What would be the effect on the movement of the poem if the author had described the dog as "a lean dog, a proud dog, a wild dog and lone?"

5. Memorize the poem. As you recite it to your supervisor, concentrate on the point of view in the poem so that you do not lapse into a singsong.
6. Write several sentences telling the main idea of the poem.

WORD SKILLS

Identifying Root Words

In your spelling lesson yesterday you changed the meaning of words by adding prefixes and suffixes.

Look at the word *sense*. This is called a *root* word. Some of the words we can make by adding suffixes to this root word are:

sensible, sensitive, senseless

By adding a prefix we have the word *nonsense*.

The words we form by adding prefixes and suffixes are called *derivatives* because they are derived from or come from certain root words.

Root WordDerivatives

appear

disappear, appearance

fortune

fortunate, unfortunate

like

dislike, likable

learn

learned, learning

excite

excited, excitement

1. Fill in the blanks.

Words to which prefixes and suffixes can be added are called _____.

The words that are made from them are called _____.

2. Each word in the column at the left is a derivative. Divide each into its root word, prefix and suffix. (Not all the derivatives will have both a prefix and a suffix.)

<u>Derivative</u>	<u>Root Word</u>	<u>Prefix</u>	<u>Suffix</u>
unbreakable	<u>break</u>	<u>un</u>	<u>able</u>
friendly	_____	_____	_____
impossible	_____	_____	_____
ashore	_____	_____	_____
dislike	_____	_____	_____
unlikely	_____	_____	_____
forenoon	_____	_____	_____
uncovered	_____	_____	_____
replaced	_____	_____	_____
rewrite	_____	_____	_____
unbuttoned	_____	_____	_____
dismounted	_____	_____	_____
sickness	_____	_____	_____
impoliteness	_____	_____	_____
imperfection	_____	_____	_____
unfairness	_____	_____	_____
statement	_____	_____	_____

3. Complete each sentence by filling in the blank with a derivative made by adding a prefix or suffix or both to the root word given after the sentence.

- (a) The school play had parts for ten actors.
(act)
- (b) Luckily the dish that fell on the floor was _____.
(break)
- (c) To stamp your feet and cry is very _____ behavior.
(child)
- (d) Of all the events at the sports day, I _____ the races the most.
(joy)
- (e) In the afternoon the sky _____ turned dark.
(sudden)
- (f) My new snowmobile has a _____ engine.
(power)
- (g) Betty dances very _____.
(grace)
- (h) The carpenter took the _____ of the room.
(measure)
- (i) The fierce fire left the family _____.
(home)
- (j) My Uncle Harry tells very _____ stories.
(humor)

LANGUAGE

Recognizing Prepositions

Billy told me a story about a very strange adventure.

Give the part of speech of each underlined word in the above sentence.

Check to see that you named each word correctly.

Billy - noun
told - verb
me - pronoun
story - noun

very - adverb
strange - adjective
adventure - noun
a - adjective

Which word in the sentence is not underlined? _____
Notice how the word *about* is used in the sentence.

The word *about* is a *preposition*. A preposition is one of the parts of speech.

A *preposition* is a word used to connect a *noun* or a *pronoun* to the rest of the sentence.

The book is *on* the table. (on connects the noun table to the rest of the sentence.)

Some words that are often used as *prepositions* are:

<i>in</i>	<i>without</i>
<i>on</i>	<i>of</i>
<i>to</i>	<i>with</i>
<i>into</i>	<i>beside</i>
<i>toward</i>	<i>behind</i>
<i>for</i>	<i>before</i>
<i>from</i>	<i>over</i>
<i>about</i>	<i>under</i>
<i>among</i>	<i>above</i>
<i>against</i>	<i>near</i>

Draw a line under each preposition in these sentences.

1. Jane's book is under her desk but Bill's is on the floor and Tom's is in his book bag.
2. This photo shows Joan sitting beside Father, Betty standing behind him and Tony perched on his knee.
3. Susan climbed up a tree, Janet crouched between two bushes, Alice hid behind the gate, Ted crawled under the steps and Mike jumped into the rain barrel.
4. Grant ran through the park and toward the store to buy candy.
5. Pam went with Alice in the rain to the bakery for cookies.
6. Our home is on a hill, near a lake, in the wilderness forty miles north of Edmonton.
7. The frisby whizzed past Tom's head, over the fence and through Mrs. Jolly's open window.
8. The picture on the wall came from Australia and was painted near Alice Springs by an aborigine.
9. Grandfather went at dusk to the pond on his farm and fed the ducks near the shore.
10. Write a sentence about an animal. Use as many prepositions as you can. Underline each one.

THIRD DAY

READING

Wind Wolves - page 182

Do the following. Write complete sentence answers.

1. Study the illustration on page 182. What animals can you see outlined in the clouds?

2. Do you think the poem will be about real animals or imaginary ones? _____ Why do you think this?

3. What comparison is made in the title?

4. Read the poem to find out what the poet, William D. Sargent might have seen and heard that suggested this comparison to him.

What images does the author use to reinforce the comparison of wind and wolves.

5. What other comparison does the author make?

6. Tell what you think is meant by the following phrases in the poem.

tongue it _____

From Pegasus Square to the Milky Way

7. Find as many words and phrases as you can that help create the mood and imagery of the poem. Write them in the space below.

Example: flanks of the flying deer

[illegible]

SPELLING

Words With Double Consonants

1. From this week's spelling list, write the seven words which have only one syllable.

_____	_____
_____	_____
_____	_____

2. Write new words by changing the *h* in *hill* to *shr*, *st*, *ch*, *gr*, *dr*.

_____	_____	_____
_____	_____	

3. Change the *l* in *loss* to *gl* and *cr*.

_____	_____
-------	-------

4. Which three words have two syllables and end in double consonants?

_____	_____	_____
-------	-------	-------

5. Which eight words have double consonants inside the words?

_____	_____	_____
_____	_____	_____
_____	_____	

6. In your word list find antonyms for *prince* _____

failure _____ *gain* _____

7. Add the suffix *ing* to the following words.

supply _____

swell _____

8. Add a prefix to one of the words from your spelling list. The new word will tell something you do before going to bed at night.

Write the new word here _____

9. Trial test

10. Write correctly any words you misspelled or found difficult.

Study all your spelling words.

LANGUAGE

Using Prepositions

Write a suitable preposition in each blank in the following sentences.

1. The policeman crept _____ the dark hallway,
_____ the lawn and _____ the patrol
car.
2. Today, _____ breakfast Peter went _____
Susan _____ the store _____ a package
of cereal which he spilled all _____ the street when
the box _____ which it was packed burst.
3. A Canada goose nested _____ the tall grass
_____ a large spruce tree _____ our
cottage at Lake Isle.
4. John sat at his desk glueing wings _____ his model
airplane and hoping he could put the tail piece _____
place using the screws that came _____ the box.
5. Father and I ate our lunch _____ noon sitting
_____ a rock near the brook _____
which we had been fishing for hours _____ any luck.
6. Write one sentence in which you use *against* and *beside* as
prepositions.

7. Write one sentence using *into* and *toward* as prepositions.

Have you noticed that a preposition is always followed by a noun or a pronoun?

WRITING

Relax your arm. Then do the following exercise. Make windows using push and pull.



Practice writing lightly. Just touch your pen to the paper. Do not press on it. Let the nib move as lightly as possible making a fine line. Write these words.

Wind-Wolves by William D. Sargent

*Do you hear the cry as the pack goes
by?*

*The wind-wolves hunting across the
sky?*

*Hear them tongue it keen and clear
Hot on the flanks of the flying deer!*

FOURTH DAY

READING

Elsa Gets an Education, pages 183-193

I think you will enjoy this story, boys and girls. It takes place in Kenya, Africa. You may have met the main character before on television or at the movies. If not, I am sure the title will make you wonder who Elsa is and what kind of education she will receive.

Read the story to find out if Elsa passes or fails her tests.

1. Do you think the story is fictional or a true account of events that actually happened? In a few sentences tell why you think as you do. (The illustrations will give you a clue.)

I think the story is _____ (true, fictional) because:

On your world map write Elsa's name in the area where her story takes place.

WORD SKILLS

Group Nouns

When you read the phrase a *pride of lions* (Cavalcades, page 193) what picture came to your mind?

I hope you used the glossary to check the meaning.

Do you know the meaning of *litter* as it is used on page 183?

Can the word litter refer to other animals? _____
Write the names of the animals.

Words like *pride* and *litter* are collective terms which are used in speaking of groups of animals. Below is a list of other collective terms. Some will be familiar to you. Others will not. Try to match each animal at the left with its proper collective term on the right. Check your answers against those at the end of today's Word Skills lesson.

birds	(_____)	swarm
fish	(_____)	flock
cattle	(_____)	colony
wolves	(_____)	sloth
insects	(_____)	herd
beavers	(_____)	brood
geese	(_____)	clowder
chickens	(_____)	pace
donkeys	(_____)	gaggle
cats	(_____)	pack
bears	(_____)	school

Canadian English

The English language is spoken by more than two hundred and sixty million people. It is the official language of Great Britain, Australia, the United States, Canada and many other countries.

Have you ever heard a person from England talk? _____
Does he sound like a Canadian? _____ People from English-speaking countries can understand each other even though there are slight differences in pronunciation and word usage.

Canadian English has British elements and American elements and these have been added to by contact with Indian languages and French.

Today we will look at some of the differences in Canadian English compared with British and American English.

Look at the following sentences.

- A. An automobile burns gasoline; has a hood, headlights, a trunk, a windshield and a horn.
- B. A motor car burns petrol; has a bonnet, headlamps, a boot, a windscreen and a hooter.

1. Which sentence might have been written by an American?

2. Which sentence might have been written by someone British?

3. Which sentence do you most easily understand?

4. Why do you think Canadians and Americans use the same expressions when referring to automobiles?

5. Beside each Canadian term write the British term which means the same.

automobile	_____
gasoline	_____
horn	_____
windshield	_____
trunk	_____
headlights	_____
hood	_____

In the following sentences replace the underlined British term with the Canadian term which means nearly the same.

6. Where is the nearest petrol pump? (_____)
7. A lorry is dumping a load of sand in our sandbox. (_____)
8. Those chaps are my friends. (_____)
9. The children zippered their windcheaters. (_____)
10. The lift was out of order so we walked upstairs. (_____)
11. The people stood in queues to buy tickets. (_____)
12. I could not phone home because the line was engaged. (_____)
13. Mind your step! (_____)
14. Children should not be cheeky to adults. (_____)
15. Mother had a prescription filled at the chemist shop. (_____)

Answers to group term quiz page 23

birds - flock, fish - school, cattle - herd, wolves - pack, insects - swarm,
beavers - colony, geese - gaggle, chickens - brood, donkeys - pace, cats -
clowder, bears - sloth.

SEND FOR CORRECTION

LANGUAGE

Using the Prepositions *Between* and *Among* Correctly

Use *between* when speaking of two persons or things.

Example:

The money was divided equally
between Bill and Jackie.

Use *among* when speaking of more than two people or things.

Example:

The money was divided equally
among Bill, Jackie and James.

Write the correct preposition (*between* or *among*) in each of the following sentences.

1. Please divide the candy _____ the three girls.
2. Father divided the popcorn _____ my brother, my sister and me.
3. The baby sat _____ Billy and me.
4. The salesman divides his time _____ Edmonton and Calgary.
5. The five players argued _____ themselves over who should have the ball first.
6. This secret is _____ you and me.

7. The little lost dog wandered _____ the people on the busy street, looking for his master.
8. The cookies were divided _____ my two brothers and me.
9. _____ the two of us we picked a bushel of cherries.
10. These tickets are to be divided _____ all the students in our room.
11. I have difficulty in choosing _____ strawberry shortcake and lemon meringue pie.
12. Write a sentence using between correctly.

(between) _____

13. Write a sentence using among correctly.

(among) _____

FIFTH DAY

READING

Elsa Gets an Education, pages 183-193

1. The Adamsons first attempt at returning Elsa to the wilds was not a success. Perhaps a better plan would have been to simply drive Elsa to a bush area, release her and go back home. What was the main reason the Adamsons did not do this?

2. In your own words tell the plan the Adamsons had for releasing Elsa. (Page 184 first paragraph)

3. Which of the plans mentioned in questions 1 and 2 would you have used? _____ Why?

4. In what ways was Elsa at a disadvantage from having grown up as a pet?

5. How would Elsa have been educated if her mother had not been killed when she was a cub?

6. At several points in the story, Joy Adamson portrays Elsa as having almost human traits. One example of this is on page 187-188 (Elsa's embarrassment over falling out of a tree). Find other examples on the pages indicated and write them in the space below.

Page 189

Page 190

Page 191

SPELLING

As your supervisor says each word write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

Using the Prepositions *At*, *To* and *Off* Correctly

Use *to* when you speak of going toward a person, place or thing.

Use *at* when you speak of being already there.

RIGHT: Mark was at school today.

WRONG: Mark was to school today.

Do not use the preposition *from* or *of* with *off*.

RIGHT: Betty fell off her horse.

WRONG: Betty fell off of her horse.

WRONG: Betty fell off from her horse.

Write the correct words - *at*, *to* or *off* in the following sentences.

1. The buffalo jumped _____ the cliff.
2. Will you be _____ home tomorrow?
3. Your pen fell _____ your desk.
4. I was going _____ work when I met you.
5. We were not _____ home when the storm struck.

In each of the following sentences a preposition has been used incorrectly. Underline the incorrect preposition and rewrite the sentences correctly in the spaces provided.

6. Mike was to his Aunt Helen's house yesterday.

7. We went to visit you but no one was to home.

8. The mother sparrow pushed the young sparrow off from the roof.

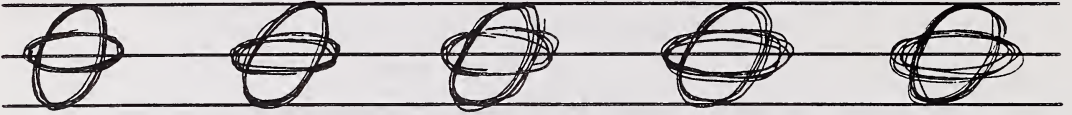
9. My brother jumps off of the highest diving board.

10. I stopped at my friend's house but she had already gone at the party.

Correct pages 31, 32, with the answers given at the end of Lesson 13.

WRITING

To loosen up your writing arm today, make some interlaced ovals.



Today you are going to test your writing for the height of your short letters. As you write the following exercise try to make all your short letters the same height.

*Elsa, the lioness, was raised as the
Adamson's pet in Kenya, Africa.*

With your ruler draw a light line along the top of the short letters to see if they are even in height. If you need extra practice rewrite the sentence in the space below and test yourself again.

SELF-CORRECTING EXERCISES FOR LESSON 13

pages 5, 6

LANGUAGE

Lesson 13

1. verb adjective adverb
2. (1) sang (loudly) - modifies verb sang
 (2) pretty (very) - modifies adjective pretty
 (3) sings (well) - modifies adverb well
 (4) marched (proudly) - modifies verb marched
3. (1) very (7) extremely
 (2) extremely (8) quietly
 (3) happily (9) quickly
 (4) nearly (10) almost
 (5) awfully (11) finally
 (6) cruelly

page 6

Send sentences 12 to 23 for correction.

page 10

WORD SKILLS

Lesson 13

1. root words
 derivatives

page 11

Lesson 13

Root Word	Prefix	Suffix
2. friend		ly
possible	im	
shore	a	
like	dis	
like	un	ly
noon	fore	
cover	un	ed
write	re	
button	un	ed
mount	dis	ed
sick		ness
polite	im	ness
fair	un	ness
state		ment

page 12

3. (a) actors (e) suddenly (i) homeless
 (b) unbreakable (f) powerful (j) humorous
 (c) childish (g) gracefully
 (d) enjoy (h) measurements

page 17

SPELLING

Lesson 13

1. hill, well, loss, staff, swell, sniff, dress
2. shrill, still, chill, grill, drill
3. gloss, cross
4. harness, princess, success
5. toffee, cotton, success, cannon, ribbon, umbrella, summer, supply
6. princess, success, loss

page 18

7. supplying, swelling
8. undress

page 31, 32

1. off
2. at
3. off or to
4. to
5. at
6. Mike was at his Aunt Helen's house yesterday.
7. We went to visit but no one was at home.
8. The mother sparrow pushed the young sparrow off the roof.
9. My brother jumps off the highest diving board.
10. I stopped at my friend's house but she had already gone to the party.

Lesson 13 pages to be SENT IN FOR CORRECTION

Reading pages 1, 2, 8, 9, 15, 16, 22, 28, 29

Spelling page 4, 30

Language pages 6 (sentences 12-23), 14, 19, 20, 26, 27

Writing page 7

Word Skills pages 24, 25

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

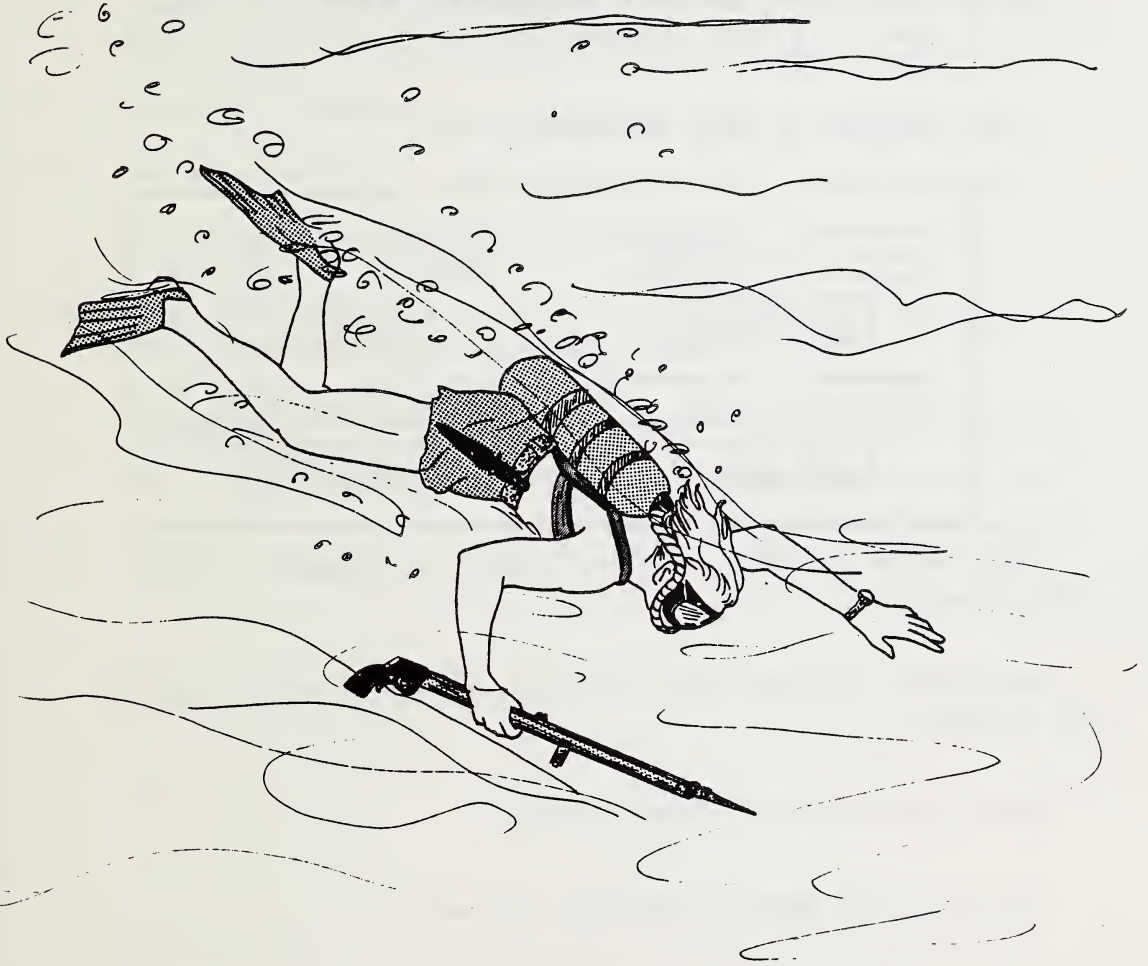
Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Enough for Everyone, pages 194-203



Do you know what a scuba diver is? Do you know where the word scuba originated? Look at the apparatus worn by the swimmer on page 194. This equipment is called *self-contained underwater breathing apparatus*. Circle the first letter of each word in the description. Write the letters in the space below.

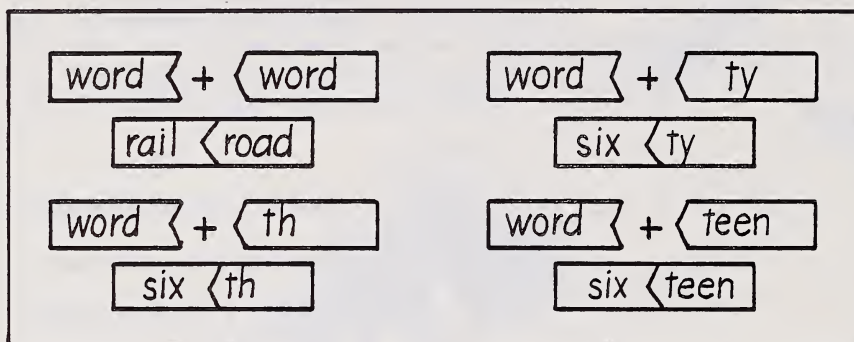
Read the story Enough for Everyone. I think you will enjoy the undersea adventures of Eric and his Mexican friend, Chico.

SPELLING

Combining Word Parts

Many of the words we use in speaking and writing are made up of two or more word parts that are combined.

Some examples of these combinations are:



Some words like *door* and *bell* may be put together to form *compound words*.

Root words may have their meanings changed by adding *prefixes* and *suffixes*.

Ty, th, and teen are number endings.

Here are your spelling words for this week.

backward	booklet	eighty
flashlight	bonfire	seventy
understand	vice-principal	eighth
themselves	seventeen	seventh
crabapple	eighteen	fourth
typewriter	football	

1. Say each spelling word as you write it.

2. Trial test. Study the words you misspelled or found difficult.
Write them correctly in the space below.

LANGUAGE

Parts of Speech

Review of Prepositions

1. Do you remember the name of the six parts of speech we have studied so far this year? Write the name of each part of speech beside its definition.

noun	_____	modifies a verb, adjective or another adverb
pronoun	_____	describes a noun
verb	_____	a word used to connect a noun or pronoun to the rest of the sentence
adjective	_____	often expresses action
adverb	_____	name of a person, place or thing
preposition	_____	takes the place of a noun

2. Write three words that are often used as prepositions.

3. Write one sentence in which you use two of the above words as prepositions.

4. Read paragraph one on page 195 Cavalcades. There are four prepositions in this paragraph. Write them in the spaces provided.

5. Pretend that you are a news reporter covering the story of Eric and Chico's adventure. Write a suitable lead paragraph for your report. Be sure it answers these questions: WHO, WHAT, WHERE, WHEN and HOW. Give your lead paragraph a suitable headline.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

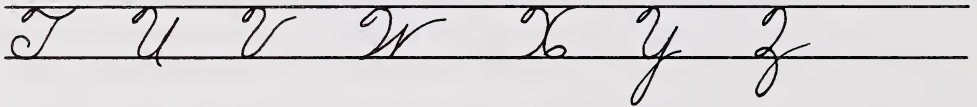
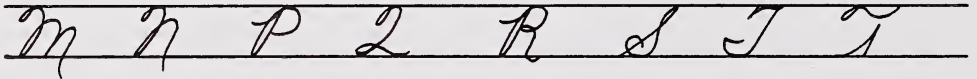
6. Underline each preposition in your lead paragraph.

WRITING

Use push and pull to make some evergreen trees.



From now on you may use the form of a letter which you like best as long as it is easily read and pleasant to look at. Here are some other forms for some letters.



Try some of the above forms. Then write the alphabet below using the form that you like best.

Blank lines for writing the alphabet using preferred cursive forms.

SECOND DAY

READING

Enough for Everyone, pages 194-203

What an exciting adventure Eric and Chico have had! Close your eyes for a moment and try to imagine the emotions they felt as they started out.

1. Did both boys continue to feel the same way throughout their adventure?

2. At what point in the story do you first notice a difference between the attitudes of the two youths?(page_____ paragraph_____)

Many passages throughout the story describe the contrasting attitudes of Eric and Chico. For each phrase or sentence which tells Eric's attitude, write the phrase from the story which shows Chico's contrasting attitude. (The first one is done for you.)

1. Page 196 (paragraphs 2 and 3): Eric wanted to retreat; Chico wanted to attack.

2. Page 196 (paragraphs 4 and 5): Eric was annoyed, scared, intrigued and watched fearfully; Chico _____

3. Page 198 (paragraphs 1, 2 and 3): Eric forced himself out of his trance; Chico _____
- _____
- _____
- _____
4. Page 199 (paragraphs 1, 2 and 11): Eric thought that Chico was loco and that the voyage was mad; Chico _____
- _____
- _____
- _____
5. Page 200 (paragraphs 1 and 2): Eric was weary and asked himself: Why had they embarked on this voyage?
- Chico _____
- _____
- _____
- _____
6. Were the events in the story described as Eric saw them or as Chico saw them?
- _____
- _____
- _____
- _____
7. Write about one short part of the story in which you are especially aware that you are seeing the action through Eric's eyes. (You will find clues on pages 195, 196, 199 and 201.)
- _____
- _____

8. At what point in the story did Eric understand Chico's reason for pursuing the shark?

9. Whose point of view is reflected in the title of the story?



WORD SKILLS

Schwa Sound of *a*, *e*, *i*, *o* and *u*

Look at the following words.

*salad**seven**pencil**lemon**walrus*

a:ə

e:ə

i:ə

o:ə

u:ə

Each of these words contains a different vowel which represents the schwa sound. Say each of the words. How many syllables are in each? _____ Which syllable is accented? _____ Which syllable is unaccented? _____ Which syllable contains the schwa sound? _____

The schwa sound usually occurs in (accented, unaccented) syllables.

Find these words in your dictionary. Write the dictionary pronunciations. Mark the accented syllables. Circle the schwa sound.

Alberta _____

carnivorous _____

arena _____

permanent _____

cinnamon _____

Each of the following words has two vowel sounds. One of these is the schwa sound. Circle the letter which represents the schwa sound. Underline the letter or letters that represent the other vowel sound.

1. hateful

6. under

11. phantom

2. column

7. around

12. parcel

3. rascal

8. orphan

13. column

4. bonus

9. cabin

14. careful

5. comma

10. weapon

15. command

LANGUAGE

Parts of Speech

Recognizing Conjunctions

The seventh part of speech and the last that we will study is called a *conjunction*.

Conjunctions are words used to connect other words or groups of words.

Examples:

and, but, or, if, because, after, while

When you were in the lower grades you probably used very few conjunctions. Your sentences were short and probably looked something like this:

Bill will make a birdhouse.

Mike will make the birdhouse too.

They will sand it.

They will paint it.

They will hang it in a tree.

Now that you are growing up you will probably express the same ideas by combining the five short sentences to make two that are longer and more interesting.

Example:

Bill and Mike will make a birdhouse.

They will sand and paint it before hanging it in a tree.

The conjunctions *and* and *before* are used to connect several thoughts.

For this reason conjunctions are sometimes called *connectives*.

1. Combine the groups of short sentences to make two longer and more interesting ones. Use the conjunctions which are printed in italics.

Bob was working on a model.
He was tired.
He wanted to finish the model.
He was using a sharp knife.
He was trying to cut a piece of plastic.
The knife slipped.
It cut Bob's finger.
(*although, when*)

Alice will bring some pots of flowers to school.
She will hang them in the window.
Our room is cheerful now.
It will be more cheerful, when we have flowers.
(*when, but*)

2. Combine the ideas of these three short sentences to make one good sentence. Use the conjunctions *and* and *so*.

David was busy helping his father.
He was helping his mother too.
I did not stay.

3. Rewrite the sentence you wrote in exercise 2.
Use the conjunctions *because* and *and*.
-
-
-

THIRD DAY

READING

Enough for Everyone, pages 194-203

Look at the illustrations on pages 194, 197 and 200. I think it would be very interesting and sometimes exciting to be a scuba diver, don't you? How many parts of the self-contained underwater breathing apparatus can you identify?

1. What does the tank contain?

2. What is the purpose of the swim fins?

3. In your own words tell the events that led up to the boys and the raft being dragged out to sea by the shark. Be sure to tell your story in good paragraph form.

4. Page 48 of Think-and-Do Book gives more information about scuba diving equipment. Read the article carefully. Then, using the information given, label the diver's equipment.

SPELLING

Combining Word Parts

1. Write the words for 80 and 70.

2. Spell two other *ty* number words without changing the spelling of the root word.

3. Write the words from your list that end in *teen*.

4. Write two other *teen* words that change the spelling of the root word.

5. The *cardinal numbers* are 1, 2, 3, 4, The *ordinal numbers* are *first, second, third*..... Write the *ordinal number words* for these *cardinal numbers*: 4, 5, 6, 7, 8, 9, 10.

CHECK YOUR WORK WITH THE ANSWERS GIVEN AT THE END OF LESSON 14.

From each set of these three word parts make two compound words.

1. *light* *house* *flash*

2. *ward* *back* *west*

3. *under* *stood* *wear*

4. *selves* *them* *our*

5. *vice* *president* *principal*

6. *water* *cress* *melon*

7. *fire* *works* *place*

8. *foot* *bare* *stool*

LANGUAGE

Using Conjunctions

In each of the following sentences tie the thoughts together by filling in the blank with a suitable conjunction.

1. Bradley is short _____ he is an excellent jumper.
2. Tim left school early _____ he had a dental appointment.
3. I'll watch television _____ you are ready to leave.
4. Finish your homework _____ you go swimming.
5. Bella sat and waited _____ the cobbler repaired her shoe.
6. Let's hurry _____ we won't be late for the movies.
7. Run fast _____ we'll miss the bus.
8. Shall we stay inside _____ it has stopped raining?
9. Anne feels quite grown-up _____ she wears her sister's clothes.
10. We may go to the park _____ we have cleaned our room.

CHECK YOUR ANSWERS WITH THE ANSWERS GIVEN AT THE END OF LESSON 14.

Improve each pair of sentences by combining them with a conjunction. Write the new sentence in the space provided.

1. I may go to the hockey game. I earn the money for the ticket.

2. We are sorry to be late. Father's car would not start.

3. The scout master lost his knife. His pocket had a hole in it.

4. Apples are sweet. Lemons are sour.

WRITING

Loosen up with your favorite writing exercise. Then use some of the new letter forms you tried yesterday to write the names of these story book characters.

*Simbad the Sailor, Big Red,
Mary Poppins, Tom Sawyer,
Amy and Jo, Robin Hood,
King Arthur, Charlotte*

Practice these combined capitals.

*DDD EEE EEE
DL DL DUE END*

Write one row of your own initials using combined capitals.

FOURTH DAY

READING

Enough for Everyone, pages 194-203

Do you know what the official language of Mexico is?

I hope you said Spanish.

1. Find these words in your glossary. Beside each Spanish word write a word that means the same or almost the same in English.

mucho _____

mira _____

magnifico _____

si _____

azul _____

buena _____

no es verdad _____

el tiburon _____

adobe _____

loco _____

2. Match each word on the left with its definition on the right.

strategy _____

1. carefree

intrigue _____

2. collision

jaunty _____

3. skillful planning

impact _____

4. to excite the interest of

Check your work with the answers given at the end of the lesson.

3. In Enough for Everyone the author has used many vivid words to help you picture the action. To see how well you interpret the author's meaning complete the exercise on page 50 Think-and-Do Book according to the instructions at the top of the page.
4. Complete page 49 Think-and-Do Book by following the instructions given.

WORD SKILLS

Exceptions to Vowel Generalizations

Show the vowel sound found in each of these four words.

1. *dull* 2. *bone* 3. *goes* 4. *days*

Do you know the vowel generalization that applies to each?

1. *dull* When a vowel is followed by a double consonant the vowel usually has the short sound.
2. *bone* When a vowel is followed by consonant plus e, it has the long vowel sound.
3. *goes* When a word contains two vowels side by side, the first vowel has the long sound and the second vowel is silent.
4. *days* When *a* is followed by *y* it has the \bar{a} sound and *y* is silent.

- | | | | |
|----------------|----------------|-----------------|----------------|
| 1. <i>dull</i> | 2. <i>bone</i> | 3. <i>goes</i> | 4. <i>days</i> |
| 5. <i>bull</i> | 6. <i>dove</i> | 7. <i>shoes</i> | 8. <i>says</i> |

Here are the first four words you had looked at. In addition there are four new words. Look at this second set of four words.

Is the vowel pattern in each word the same as that in the word above it? _____ Is the sound of the vowel the same as in the word above it? _____

Not all words have the vowel sound that the vowel pattern indicates.

1. In each of the following sentences there are two words side by side that contain the same vowel pattern but different vowel sounds. Above each of these two words write the symbol for the vowel sound.

The roads were rough though they were not muddy.

Do not bother Mother when she is resting.

Tom used the snow shovel to push slush from the sidewalk.

When they lost their key they had to crawl through a window.

The knives belong in the drawer but put the forks on the table please.

Do not give live flowers to Aunt Helen.

The man enjoyed hearing his baby daughter's laughter.

Be sure to feed the dog as soon as you come home.

2. Write the vowel sound you hear in each set of words? The first one is done for you.

said ē

give _____

raid ā

hive _____

go _____

swat _____

to _____

slat _____

road _____

broad _____

rove _____

dove _____

does _____

hoses _____

keyed _____

eyed _____

push _____

rush _____

obey _____

donkey _____

done _____

lone _____

drove _____

glove _____

close _____

lose _____

women _____

woven _____

plaid _____

braid _____

says _____

stays _____

break _____

speak _____

LANGUAGE

And - The Overworked Conjunction

When combining sentences do not use too many *and*'s. Use a variety of conjunctions to make your writing interesting and pleasant to read. Read the following pair of sentences.

Sam and Molly made a lemon pie and Sam cooked the filling and Molly made the pie crust.

Sam and Molly made a lemon pie. While Sam cooked the filling, Molly made the pie crust.

Rewrite each of the following sentences using any conjunctions you wish, except *and*, to make two interesting sentences.

1. Frank and Joe went to the store and bought some groceries and took them home and put them in their back packs and then they hiked to the lake and swam all afternoon.

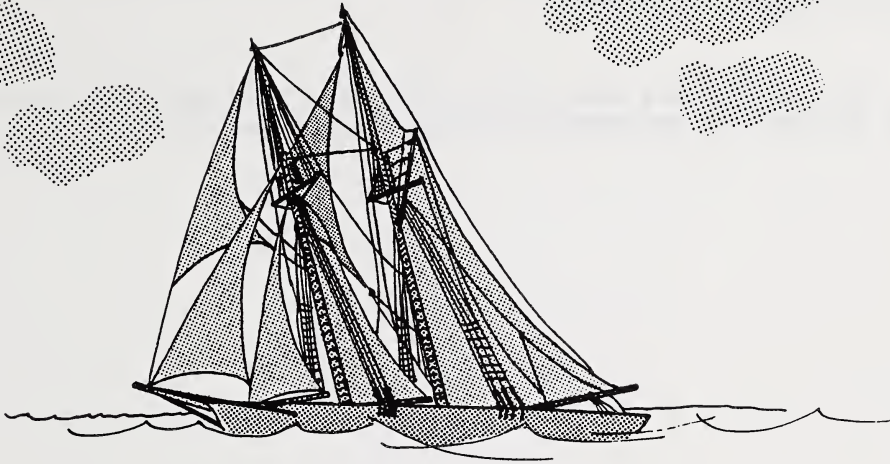
2. Janet plays volleyball and her team won the school trophy last year and they have won it again this year and now Janet has been selected as best player.

3. We travelled back to Edmonton and we drove on the Yellow-head highway and we stopped at Coronation Park and we had a swim there.

4. On our trip we stopped at a lodge and it was near Jasper Park and it was owned by a pleasant man and he gave us free riding lessons.

FIFTH DAY

READING



Sea-Fever

I must go down to the seas again, to the lonely
sea and the sky,
And all I ask is a tall ship and a star to steer
her by,
And the wheel's kick and the wind's song and the
white sails shaking
And a gray mist on the sea's face and a gray dawn
breaking.

I must go down to the seas again, for the call of
the running tide
Is a wild call and a clear call that may not be
denied;
And all I ask is a windy day with the white clouds
flying,
And the flung spray and the blown spume, and the
sea-gulls crying.

I must go down to the seas again to the vagrant
gypsy life
To the gull's way and the whale's way where the
wind's like a whetted knife;
And all I ask is a merry yarn from a laughing
fellow-rover
And a quiet sleep and a sweet dream when the long
trek's over.

John Masefield Story of a Round House

*Taken from Time for Poetry
published by W. J. Gage Box 55
Scarborough, Ontario*

I hope you have enjoyed reading today's poem. It is one of my favorites. In the rhythm of this poem you can almost hear the waves rolling against the shore.

On the following page paint a picture which expresses the thoughts and feelings you experienced while reading Sea-Fever.

SPELLING

As your supervisor says each word, write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

Writing a Paragraph Without Using "And"

In Enough For Everyone, Eric and Chico shared an exciting experience. Although you have probably never been scuba diving, I am sure you have had something exciting happen to you and a friend. For your language exercise today I should like you to write about a real or imaginary adventure. You are to write it without using *and*. Make your story about one-half page in length. Write your proofread copy below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

WRITING

Which stanza from John Masfield's poem "Sea Fever" do you like best? Write the title and one stanza of the poem in the space below. Be sure to use the correct punctuation.

[illegible]

SEND FOR CORRECTION



SELF-CORRECTING EXERCISES FOR LESSON 14

page 10

WORD SKILLS

Lesson 14

2 syllables in each word. The first syllable is accented. The second syllable is unaccented. The second syllable contains the schwa (ə) sound.

Alberta	-	Al ber' tə
carnivorous	-	kär niv' ər əs
arena	-	a rē' nə
permanent	-	pēr' mə nānt
cinnamon	-	sin' ə mən

- | | | |
|---------------------|---------------------|----------------------|
| 1. hate <u>fu</u> l | 6. <u>u</u> nder | 11. phan <u>to</u> m |
| 2. col <u>u</u> mn | 7. @ <u>ar</u> ound | 12. pa <u>rc</u> el |
| 3. ras <u>c</u> al | 8. orph <u>a</u> n | 13. col <u>u</u> mn |
| 4. bon <u>o</u> s | 9. cab <u>i</u> n | 14. ca <u>re</u> ful |
| 5. comm <u>a</u> | 10. weap <u>o</u> n | 15. comm <u>a</u> nd |

page 12

LANGUAGE

Lesson 14

1. Although Bob was tired, he was using a sharp knife to work on the model he wanted to finish.

He was trying to cut a piece of plastic when the knife slipped, cutting his finger.

When Alice brings some pots of flowers to school she will hang them in the window.

Our room is cheerful now, but it will be more cheerful when we have flowers.

2. David was busy helping his father and mother so I did not stay.
3. Because David was busy helping his father and mother, I did not stay.

(Please correct any spelling errors which you may have made in combining the sentences.)

page 15

SPELLING

Lesson 14

- eighty, seventy
- sixty, ninety
- seventeen, eighteen
- fifteen, thirteen
- fourth, fifth, sixth, seventh, eighth, ninth, tenth

page 17

Lesson 14

- | | |
|------------------|-----------|
| 1. but | 6. so |
| 2. when, because | 7. or |
| 3. until | 8. until |
| 4. before | 9. when |
| 5. while | 10. after |

page 20

READING

Lesson 14

- | | |
|--------------|-----------------------------------|
| 1. mucho | - much |
| mira | - Look! |
| magnífico | - magnificent |
| sí | - yes |
| azul | - blue |
| bueno | - good |
| no es verdad | - Is it not true? It is not true. |
| el tiburón | - the shark |
| adobe | - sundried clay, or mud |
| loco | - crazy |
-
- | | |
|-------------|-----------------------------|
| 2. strategy | - skillful planning |
| intrigue | - to excite the interest of |
| jaunty | - carefree |
| impact | - collision |

page 23

Lesson 14

- | | | | |
|------------------|----------------|--------------------|-------------------|
| 1. r <u>ough</u> | th <u>ough</u> | b <u>ut</u> | p <u>ut</u> |
| b <u>other</u> | M <u>other</u> | g <u>ive</u> | l <u>ive</u> |
| p <u>ush</u> | sl <u>ush</u> | da <u>ugh</u> ters | la <u>ugh</u> ter |
| k <u>ey</u> | th <u>ey</u> | c <u>ome</u> | h <u>ome</u> |
-
- | | | |
|------------------|---------------|---------------|
| 2. raid <u>a</u> | give <u>i</u> | slat <u>a</u> |
| go <u>o</u> | hive <u>i</u> | |
| to <u>u</u> | swat <u>o</u> | |

page 24

road	<u>ō</u>	done	<u>ū</u>
broad	<u>o</u>	lone	<u>ō</u>
rove	<u>ō</u>	drove	<u>ō</u>
dove	<u>ū</u>	glove	<u>ū</u>
does	<u>ū</u>	chose	<u>ō</u>
hoses	<u>ō</u>	lose	<u>ü</u>
keyed	<u>ē</u>	women	<u>ī</u>
eyed	<u>ī</u>	woven	<u>ō</u>
push	<u>ū</u>	plaid	<u>ǎ</u>
rush	<u>ū</u>	braid	<u>ā</u>
obey	<u>ō, ā</u>	says	<u>ā or e</u>
donkey	<u>o, ē</u>	stays	<u>ā</u>
		break	<u>ā</u>
		speak	<u>ē</u>

Lesson 14 pages to be SENT IN FOR CORRECTION

Language pages 4, 5, 18, 25, 26, 31

Reading pages 7, 8, 9, 14, 29
Think and Do pages 48, 49, 50

Word Skills page 16

Spelling page 30

Writing page 32

